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BARNARD COLLEGE

This catalogue is intended for the guidance of persons applying for or considering application for admission to Barnard and for the guidance of Barnard students and faculty for the 2017-18 academic year. The catalogue sets forth in general the manner in which the College intends to proceed with respect to the matters set forth herein, but the College reserves the right to depart without notice from the terms of this catalogue. This catalogue is not intended to be and should not be regarded as a contract between Barnard College and any student or other person.

In accordance with its own values and with Federal, State, and City statutes and regulations, Barnard does not discriminate in admissions, employment, programs, or services on the basis of race, creed, national origin, sexual orientation, or disability.

Quick Links
Academic Calendar (http://barnard.edu/registrar/calendar)
Search for Courses (http://bulletin.columbia.edu/barnard-college/courses-instruction/course-search)
Current Courses Satisfying Nine Ways of Knowing GERs (http://snowbird.barnard.edu/pls/bcapp/mybc_courses_fd_reqmts.courses_fd_reqmts)
Current Courses Satisfying (https://snowbird.barnard.edu/pls/bcapp/mybc_courses_fd_reqmts.courses_fd_reqmts)Foundations GERs
General Education Requirement Descriptions (p. 22)
Registrar (http://barnard.edu/registrar)

Message from the President

Welcome to Barnard.

In the pages that follow, you will see what it means to explore a liberal arts education. You will find courses in literature and the arts, in anthropology and politics, in languages and mathematics, in psychology, neuroscience, and physics. You will find lectures taught by world-renowned scholars alongside intimate seminars where faculty share their latest research and ideas. You will find classes in subjects that you have been wanting to study for years, and others that may never have crossed your mind.

There are hundreds of options waiting for you—now you simply need to choose. It can be hard to know where to start, and how best to plot a course that will satisfy your intellect and your imagination. So don’t rush. Take time to discover the possibilities. And feel free to take a risk. Choose a course that may lead somewhere new. Take at least one class in a subject that unnerves you, and others that seem tailor made. Because Barnard truly is the best of all worlds for students and faculty who care about the fundamental disciplines that enhance our abilities as thinkers and doers.

I can imagine no better place to be than Barnard College. Here, you will be able to immerse yourself in the joys and rigors of a classical liberal arts education—an education that will prompt you to explore the world from a variety of different perspectives and through the lenses of multiple disciplines. With that as your foundation, you can shape your own educational journey. I promise that is a journey that will last a lifetime. I have no doubt that your time at Barnard will give you the tools you need to pursue your passions with knowledge, confidence and humanity.

Revel in the options before you, and please enjoy the process.

Sian Leah Beilock President

The College

Barnard College has been a distinguished leader in higher education for women for over 100 years and is today the most sought after private liberal arts college for women in the nation. Founded in 1889, the College was the first in New York City, and one of the few in the nation at the time, where women could receive the same rigorous liberal arts education available to men. Its partnership with a great research university, combined with its setting in an international city and its unwavering dedication to the advancement of women, makes Barnard unique among liberal arts colleges today.

Barnard is both an independently incorporated educational institution and an official college of Columbia University—a position that simultaneously affords it self-determination and a rich, value-enhancing partnership. Barnard students may take classes at Columbia and benefit from the University’s academic resources, as Columbia students may do at Barnard.

New York City and its vast cultural and social resources are also an extension of the Barnard campus, literally used by every department to enhance curriculum and learning. The City is an inescapable presence, inviting students with both its challenges and infinite opportunities (from dancing with the American Ballet to working with social-change organizations to interning on Wall Street).

The College draws motivated, talented, curious young women who create a stimulating atmosphere and diverse community. Barnard alumnae include pioneers like anthropologist Margaret Mead and Judith Kaye, the first female Chief Judge of the State of New York, along with prominent cultural figures such as choreographer Twyla Tharp, writers Zora Neale Hurston and Mary Gordon, and Pulitzer Prize-winning journalists Anna Quindlen and Natalie Angier.

Mission Statement

Barnard College aims to provide the highest quality liberal arts education to promising and high-achieving young women, offering the unparalleled advantages of an outstanding residential college in partnership with a major research university. With a dedicated faculty of scholars distinguished in their respective fields, Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery. Barnard students develop the intellectual resources to take advantage of opportunities as new fields, new ideas, and new technologies emerge. They graduate prepared to lead lives that are professionally satisfying and successful, personally fulfilling, and enriched by love of learning.

As a college for women, Barnard embraces its responsibility to address issues of gender in all of their complexity and urgency, and to help students achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives. Located in
the cosmopolitan urban environment of New York City, and committed to diversity in its student body, faculty and staff, Barnard prepares its graduates to flourish in different cultural surroundings in an increasingly inter-connected world.

The Barnard community thrives on high expectations. By setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities. Living and learning in this unique environment, Barnard students become agile, resilient, responsible, and creative, prepared to lead and serve their society.

Barnard History

Barnard College was among the pioneers in the late 19th-century crusade to make higher education available to young women.

The College grew out of the idea, first proposed by Columbia University’s tenth president, Frederick A.P. Barnard, that women have an opportunity for higher education at Columbia. Initially ignored, the idea led to the creation of a “Collegiate Course for Women.” Although highly-qualified women were authorized to follow a prescribed course of study leading ultimately to Columbia University degrees, no provision was made for where and how they were to pursue their studies. It was six years before Columbia’s trustees agreed to the establishment of a college for women. A provisional charter was secured, and Barnard College was named in honor of its most persistent advocate.

In October 1889, the first Barnard class met in a rented brownstone at 343 Madison Avenue. Fourteen students enrolled in the School of Arts and twenty-two “specials,” lacking the entrance requirements in Greek, enrolled in science. There was a faculty of six.

Nine years later Barnard moved to its present site in Morningside Heights. In 1900, Barnard was included in the educational system of Columbia University with provisions unique among women’s colleges: it was governed by its own Trustees, Faculty, and Dean, and was responsible for its own endowment and facilities, while sharing instruction, the library, and the degree of the University.

Barnard Today

From the original 14 students, enrollment has grown to 2,575, with over 40,000 awarded degrees since 1893. The integration of teaching and scholarship occurs at an incomparable level at Barnard. Barnard’s faculty of 255 women and men are teacher-scholars whose paramount concern is the education of undergraduate students and whose professional achievements bring added vitality to the classroom. This commitment to personal attention and high achievement provide the ultimate learning environment.

Barnard’s liberal arts education is broad in scope and demanding. The curriculum (http://barnard.edu/academics/departments) includes a series of general education requirements—a program of courses the faculty believes provides a stimulating and thorough education, while remaining flexible and varied enough to suit a student’s own interests, strengths, and talents. Classes vary in size. Those in which student participation is important are small. There are opportunities for independent study and students are often invited to work on research projects with faculty members.

In 2007, Barnard College and Columbia University amended and extended the longstanding agreement for cooperation between the institutions, an agreement which remains unique in higher education. Barnard stands as an independent college for women with its own curriculum, faculty, admissions standards, graduation requirements, trustees, endowment, and physical plant. At the same time, Barnard and Columbia share resources, thereby giving students open access to the courses, facilities, and libraries of both schools. Barnard and Columbia students also share in a wide variety of social and extracurricular activities. Barnard boasts 80 undergraduate clubs, and students have access to an additional 140 at Columbia.

From its inception, Barnard has been committed to advancing the academic, personal, and professional success of women. Students benefit from an atmosphere in which over half of the full-time faculty (p. 442) are women, and women are well represented in the administration (p. 449). The College is led by Debora L. Spar, former Spangler Family Professor of Business Administration and Senior Associate Dean for Faculty Research and Development at Harvard Business School. At Barnard, women are given the opportunities and the freedom to lead both in and out of the classroom, and to develop the skills that will equip them to lead throughout their lives.

Barnard’s unique ties to several of Columbia’s graduate schools and to premier New York City institutions, including the Juilliard School, the Manhattan School of Music, the Jewish Theological Seminary of America, and Teachers College, give students an unusual range of educational options, including a number of joint degree programs. Academic organizations within and beyond the University also offer vital opportunities for research, study, studio experience, internships, and community service.

Barnard has a high student retention rate, an indication of student satisfaction with the college experience. Barnard students also enjoy leaves for study, travel, and internships. About two-thirds of students graduate having undertaken an internship at sites ranging from investment banks like Goldman Sachs to cultural institutions like the Metropolitan Museum of Art, network news programs including 60 Minutes, medical facilities including New York Presbyterian Medical Center, and a wide range of other venues. Every year Barnard admits about 80 transfer students who come to take advantage of the educational opportunities available to Barnard women.

Every year the Office of Career Development (http://barnard.edu/cd) collects and summarizes information about post-baccalaureate study and employment. In the first year after graduation, almost one-third of Barnard graduates enter full-time graduate or professional schools, with the largest proportions opting to study medicine, law, or business. The rest obtain employment in business and industry, the arts, communications, teaching, social services, and many other fields.

Accreditation

Barnard College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (http://www.msche.org), 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Barnard College Dance Department is an accredited institutional member of the National Association of Schools of Dance.

The Barnard Education Program is accredited by the Council for the Accreditation of Education Preparation (CAEP) and approved by the New York State Education Department to recommend students who
complete the program for Initial Certification in either Childhood Education (Grades 1-6) or Adolescent Education (Grades 7-12).
For more information, please visit http://education.barnard.edu/certification.

The Campus
The Barnard campus occupies four acres of urban property along the west side of Broadway between 116th and 120th Streets. At the southern end of the campus, four residence buildings, Brooks Hall (1907), Hewitt Hall (1925), Helen Reid Hall (1961), Iphigenie Ochs Sulzberger Hall, formerly Centennial Hall (1988), form an enclosed quadrangle. In 2003, the College’s four oldest buildings were added to the National Register of Historic Places.

Barnard Hall, formerly Students Hall, 1917, renamed in 1926, is just north of the “Quad” and contains seminar rooms, classrooms, and faculty offices, and dance studios. The Sulzberger Parlor on the third floor is used for meetings and special events. The Julius S. Held Lecture Hall is also on the third floor.

Adele Lehman Hall, 1959, contains the Wollman Library and two floors of faculty offices and classrooms. The library includes the reserve room on the first floor; the reference area, periodicals, microforms, and open book stacks on the second floor; and on the third floor, audiosvisual facilities and more open stacks. Computer facilities for the Economics and Political Science departments are also located in Lehman. The building overlooks a lawn surrounded by trees and shrubs.

Helen Goodhart Altschul Hall, 1969, and the newly opened Diana, 2010 (formally McIntosh, 1969), face each other across an open plaza. The 14 stories of Altschul Hall are devoted to the sciences. Herbert H. Lehman Auditorium is on the first floor.

Milbank Hall, 1897, occupies the northern end of the campus and houses administrative and faculty offices, classrooms, the Arthur Ross Greenhouse, and the Minor Latham Playhouse, a well-equipped modern theater. Substantial renovations took place in Milbank recently, yielding expanded neuroscience research laboratories and animal facilities, the Krueger Lecture Hall, as well as a redesigned and updated Math Help Room/Computer Laboratory.

In the immediate neighborhood, Barnard maintains additional residence halls, including Plimpton Hall, acquired in 1968, and Eleanor Thomas Elliott Hall, formerly 49 Claremont Avenue, acquired in 1982 and renamed in 1992. In addition, three apartment buildings on West 116th Street, 600 (acquired in 1971), 616 (acquired in 1964), and 620 (acquired in 1968) are Barnard residence halls. The College also rents additional spaces at 601 West 110th Street. Cathedral Gardens is the proud new member of the residential options. Located at 110th and Manhattan Ave., students have the opportunity to share this new facility with faculty members and their families, as well as with neighbors in the adjacent luxury high-rise condominium tower.

Columbia University is directly across the street on Broadway.

Enrollment Figures
For a chart of enrollment figures from 1889 to 2015, click here (http://bulletin.columbia.edu/barnard-college/college/Barnard_Enrollment_Figures_2016-17.pdf).

Admissions
The Committee on Admissions selects young women of proven academic strength who exhibit the potential for further intellectual growth. In addition to their high school records, recommendations, and standardized test scores, the candidates’ special abilities and interests are also given careful consideration. While admission is highly selective, no one criterion determines acceptance. Each applicant is considered in terms of her individual qualities and her potential for successfully completing the course of study at Barnard.

Barnard seeks students from diverse educational and cultural backgrounds and from all geographic regions. However, no preconceived profile of an ideal student population limits the number of applicants accepted from any one group. The College admits students and administers its financial aid and loan programs, educational policies and programs, recreational programs, and other College programs and activities without regard to race, color, creed, national origin, sexual orientation, or disability.

First-Year Application Procedures
Application for admission to the first-year class should be made by January 1 for entrance in September of the same year. Barnard uses the Common Application (https://www.commonapp.org/CommonApp/default.aspx) along with a Barnard supplement. All forms are accessible at commonapp.org (http://www.commonapp.org) or on our website (http://barnard.edu/admissions). Students may also obtain copies of the Common Application from their high schools. Applicants should ordinarily be at least 15 years of age at entrance.

A non-refundable fee of $65 must accompany each application. Checks or money orders must be in U.S. funds drawn on a U.S. bank and made payable to Barnard College. Students may also submit payment directly through the common application website. Students with significant financial hardship should request a fee-waiver from their high school counselor on school letterhead and submit it with the application.

Secondary School Preparation
Each candidate for admission must offer a college preparatory program from an accredited secondary school or an equivalent education representing a four-year course of study. Academic preparation for admission should be based on the requirements for the A.B., or liberal arts, degree. A recommended program would comprise four years of work in English; three or more years in mathematics; three or more years in a foreign language (ancient or modern); three or more years in science with laboratory; and three years or more in history. An introduction to a second foreign language is generally useful. The remainder of the program should include additional work in the aforementioned subjects with the possible addition of music and art. Applications varying from this pattern are considered without discrimination if the candidate’s records indicate genuine intellectual ability and high motivation. A secondary school diploma or equivalent is a requirement for enrollment at the College.

First-Year Entrance Tests
Barnard requires all candidates to take the College Board’s SAT I Reasoning Test or the ACT. The writing portion of the exams is no longer required. In addition, Barnard no longer requires SAT II Subject Tests but will consider them if submitted. We recommend that students take these standardized tests by the fall of their
for other institutions. Written deferral requests must be received explaining the reasons for the deferral request. Such a request is one year must obtain permission by writing to the Dean of Admissions, Admitted students who wish to defer enrollment in Barnard for up to Deferred Enrollment is asked to submit a record of schoolwork from the first half of the senior year. The Committee on Admissions may choose to postpone a decision on toward tuition and fees for the first year. submit a nonrefundable enrollment deposit. This deposit is applied reserve a place in the first-year class, an Early Decision student must demonstrated financial need will follow the admissions decision. To another part of the application is the submission of three recommendations, one from the high school counselor and two from academic teachers. Students should submit teacher recommendations from 11th or 12th grades in english, math, science, social sciences, or foreign language courses. These recommendations give the Committee on Admissions additional information about the candidate's interests, character, skills, and aptitude. Interviews Although not required, an interview is recommended. For students who are able to visit the campus, an interview can be arranged by contacting the Office of Admissions (http://barnard.edu/admissions). Appointments are scheduled Monday through Friday from 9:30 A.M. to 4:00 P.M., and on selected weekends throughout the Fall. Applicants who are unable to visit the College may request an interview with a local Barnard Alumnae Admissions Representative (BAAR) by calling Admissions or by submitting an online request form. Early Decision Well-qualified high school seniors who have selected Barnard as their first-choice college may apply under a binding Early Decision plan. To be considered under Early Decision, a candidate must submit her application and other required credentials (listed under First-Year Application Procedures) to Admissions by November 1. The Committee's decision is mailed by Admissions no later than December 15. A student may initiate regular applications to other colleges; she must, however, withdraw all other applications upon admission to Barnard. Notification of financial aid for those candidates who have demonstrated financial need will follow the admissions decision. To reserve a place in the first-year class, an Early Decision student must submit a nonrefundable enrollment deposit. This deposit is applied toward tuition and fees for the first year. The Committee on Admissions may choose to postpone a decision on an Early Decision application until the spring. In that event, the student is asked to submit a record of schoolwork from the first half of the senior year. Deferred Enrollment Admitted students who wish to defer enrollment in Barnard for up to one year must obtain permission by writing to the Dean of Admissions, explaining the reasons for the deferral request. Such a request is normally granted for purposes of work, travel, or pursuit of a special interest. Students are not allowed to matriculate at another institution during that year and should relinquish their space on any wait lists for other institutions. Written deferral requests must be received by February 1 for students admitted Early Decision and April 25 for students admitted Regular Decision. Transfer students and students admitted from a waiting list are not permitted to defer admission. Deferral requests do not factor into evaluations or committee decisions. Students can only defer for up to one year. International Students Barnard welcomes applications from international students following the same application procedure and presenting the same credentials as domestic candidates. Fluency in the English language is essential for admission. Those international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL); international applicants who have lived in the United States for less than four years must also submit scores for the TOEFL. Information about registration for the test is obtained by contacting the TOEFL Program at the Educational Testing Service. The International English Language Testing System (IELTS) exam may be submitted if TOEFL is not available. Information about registration for the test is available on their website. VISP: The Visiting International Students Program As part of Barnard College's broad initiative to internationalize its campus, the College has created the Visiting International Students Program (http://barnard.edu/global/visp) (VISP) for spring semesters in residence at our campus in New York City. Through a limited number of collaborative relationships with international universities, our partners send cohorts of 3-15 undergraduate students to Barnard to spend the spring semester as full-time visiting students. VISP students are fully integrated into the Barnard College academic and co-curricular community, gaining a broad understanding of how liberal arts institutions in the United States function, exploring the American model of undergraduate education, and studying and researching with Barnard and Columbia University’s world-class faculty, while also contributing to the internationalization of the student body. Transfer Students Barnard welcomes transfer students in the fall and spring term of each year. Applications for admission will be reviewed according to the following schedule:

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Notification</th>
<th>Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15</td>
<td>mid-May</td>
<td>Fall</td>
</tr>
<tr>
<td>November 1</td>
<td>December 1</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Each candidate must submit the Common Application for Transfer Admission and the following credentials: the Barnard Supplement for Transfer and Visiting Students; an official secondary school transcript; the results of the SAT I Reasoning Test or ACT, and, if appropriate, the TOEFL; the official transcripts of all college work and a copy of the college catalogue in which the courses taken are clearly marked. Two recommendations are also required: one each from a college faculty member and a college dean or advisor. Transfer applicants may also submit a recommendation from the high school counselor (optional). A strong record at an accredited college, university, or equivalent institution is required. In some cases, advanced credit cannot be assigned until a student has had an opportunity to establish a
satisfactory record at Barnard, but, in general, credit is given for courses which are similar in content and depth to Barnard courses.

After acceptance, academic and general guidance is provided by the advisers to Transfer Students in the Dean of Studies Office. For information on financial aid, students should consult with Financial Aid (http://barnard.edu/finaid).

Visiting Students
Undergraduate students who are degree candidates at other colleges may apply for admission as visiting students for one or two semesters.

Other Degree Credit
Students who have satisfactorily completed college courses before entering Barnard as first-year students may apply for a maximum of 15 points of degree credit. The courses must be intended primarily for college students and taught at the college by members of its faculty and must be in excess of the courses required for the high school diploma. With the exception of Advanced Placement (http://barnard.edu/ registrar/external-credit/ap) courses overseen by the College Board, and of International Baccalaureate (http://barnard.edu/ registrar/external-credit/ib) work, courses taught in high school, either by specially trained high school teachers or college instructors, will not be credited towards the Barnard degree.

Resumed Education
Former Barnard students who wish to return to the College after an absence of five years or more in order to complete their degree may obtain Request for Readmission (https://barnard.edu/dos/academic-advising/leaves-readmission) applications from the Dean of Studies. Alumnae who wish to pursue further study in new areas of interest after graduation should contact Dean Natalie Friedman (https://barnard.edu/dos/about/deans).

Financial Information
The costs of education at Barnard are met by tuition, income from endowment, current gifts from alumnae and other friends of the College, and grants from foundations, corporations, and government agencies. The College makes every effort to limit the charges to students, but must reserve the right to set tuition and fees at the level necessary for the maintenance of a high quality of instruction. For more information please see the Bursar's website (http://barnard.edu/bursar).

Financial Aid
Insofar as possible, Barnard assists qualified students who demonstrate financial need. Barnard does not discriminate against applicants for financial aid on the basis of race, color, creed, national origin, or disability.

Financial aid (http://barnard.edu/finaid) from the College consists of grants, loans, and opportunities for part-time employment. In addition to providing financial aid from its own funds, i.e., gifts, endowment, and general income, Barnard participates in the following federal programs: the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Perkins Loan Program, the Federal Direct Student Loan Program, and the Federal College Work Study Program. Barnard also participates in the New York State Higher Education Opportunity Program (HEOP). Federal and state funds are administered by the College in accordance with government regulations and the College's general policies relating to financial aid. To supplement the above-mentioned financial aid sources, students are urged to investigate state loan and scholarship/tuition assistance programs and college tuition financing plans. The Bursar's Office (http://barnard.edu/bursar) has additional information and applications for payment plans.

Any student who thinks she will need financial assistance in order to attend Barnard is encouraged to apply. The decision of the Committee on Admissions to admit a student is not affected by the fact that a student has applied for or demonstrated need for financial aid.

A detailed explanation of current College policies and awarding practices may be found on the Financial Aid website (http://barnard.edu/finaid).

Academic Policies & Procedures
Academic policies and procedures are determined by the faculty and implemented by the Office of the Registrar. For complete information, visit the Registrar's website (http://barnard.edu/registrar).

Academic Calendar (http://barnard.edu/registrar/calendar)
Advanced Placement Credit (http://barnard.edu/registrar/external-credit/ap)
International Baccalaureate Credit (http://barnard.edu/registrar/external-credit/ib)
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Examinations (p. 9)
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Enrollment Confirmation
Enrollment Confirmation for New and Continuing Students
Instructions for Enrollment Confirmation are distributed to students and available online (https://barnard.edu/registrar/enrollment-confirmation-registration/enrollment-confirmation).

Students are expected to confirm enrollment online during the times published in the College Calendar (http://barnard.edu/registrar/calendar). Permission to confirm enrollment may be refused to students who do not observe the deadline. Those students who have permission to confirm enrollment late will be assessed additional fees, as posted at the Office of the Registrar.

Any outstanding debts to the College or University, including library fines, must be paid before the student may confirm enrollment.

In a separate online process, registration for classes must be completed by the deadline published in the College Calendar. All students are expected to register full-time.
Enrollment Confirmation for Resumed Education Students

Resumed Education students are those Barnard students who have been away from the College for five years or more and are returning to complete the A.B. degree requirements and those Barnard graduates who are returning to the College to take additional, post-baccalaureate course work. Resumed Education students are subject to regular procedures and deadlines for confirming enrollment and registering for classes.

Enrollment in Columbia University Courses

Many courses offered in other divisions of the University are open to qualified Barnard students; those cross-listed in the Barnard Catalogue do not normally need special approval; no undergraduate courses listed in the Columbia College bulletin need special approval unless so indicated in the course description. Other courses not cross-listed in the Barnard Catalogue may require divisional or instructor's approval in addition to the approval of the student's academic adviser. Columbia University courses are entered on the Barnard program; specific instructions are distributed. The student is expected to have reviewed the course description and prerequisites before consulting an adviser, to determine for herself whether she is eligible to enroll.

Permission is needed to take a course at Teachers College. Students should obtain an application from the Office of the Registrar, obtain course approval from the Dean of Studies, and return the completed form to the Office of the Registrar. TC courses require the payment of additional tuition at the Teachers College rate over and above Barnard tuition.

Registration (formerly known as Program Filing)

Each student is required to register for classes online, with the approval of her adviser, by the specified deadlines in September, November, January, and April.

There is no refund issued for courses dropped after the registration deadline, or for fees attached to courses dropped after the deadline, and any part-time registration filed after that date will be assessed full tuition.

Note: the deadline for registration for classes is separate from, and somewhat later than, the Enrollment Confirmation deadline (see College Calendar (http://barnard.edu/registrar/calendar)). Late registrations will be assessed additional fees, which will be posted at the Office of the Registrar. A student who neglects to register for classes is subject to academic probation.

Adjustment of Fees and Refunds for Changing Registration

If a student changes her registered classes and the tuition called for is lower than the amount she has already paid, she will be refunded the excess only if the alteration is made by September 15 (last day of registration) in the autumn term and by January 26 in the spring term. If the new registration calls for higher tuition, the student is responsible for paying the additional charges promptly.

Schedule of Classes and Room Assignments

Class times and room numbers are published in the online Directory of Classes (http://www.columbia.edu/cu/bulletin/uwb/home.html), which is updated every night. Students needing wheelchair-accessible classrooms should provide this information to the Registrar during program planning.

Courses with Limited Enrollment

Enrollment in certain Barnard and Columbia courses is strictly limited and students must follow specified procedures to secure places in these courses.

Adding Courses

Courses may not be added after the registration deadline. Up to that deadline, the student may add courses online. Adding a course requires the online approval, or the signature on an Add form, of the student’s adviser.

Dropping Courses

Courses may be dropped by submission of an Application to Drop a Course, available at the Office of the Registrar. The form requires the written approval of the student’s adviser and must be returned to the Office of the Registrar before the deadline published in the College Calendar (http://barnard.edu/registrar/calendar). Courses dropped by the deadline will not be recorded on the permanent transcript. If withdrawal from a course is approved after the deadline to drop and by the deadline to withdraw, the course will be recorded on the permanent transcript with the notation W (Withdrawal). Action on any course which meets for less than the full semester must be taken before the last class meeting. No adjustment of fees (including any laboratory fees) is made for any course dropped after the registration deadline. A student may not drop below 12 points without the approval of her class dean as well as her adviser.

Attendance

Students are expected to attend classes regularly. Frequent or prolonged absences from classes may cause a student to forfeit the right to complete coursework or to take final examinations.

Policy on Religious Holidays

It is the policy of Barnard College to respect its members’ religious beliefs. In compliance with New York State law, each student who is absent from school because of her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved.

Those responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean. If an additional appeal is needed, it may be taken to the Provost.
Credits for Summer Study

The granting of course credit for summer courses taken at other accredited institutions (including Columbia) is treated as transfer credit and is subject to some additional regulations. The maximum number of summer points that can be applied towards the degree for course credit is 16, subject to the approval of the Committee on Programs and Academic Standing. Although a student may not receive degree credit for summer courses exceeding this maximum, she may fulfill degree requirements with additional summer courses, subject to the approval of the Committee, and in some cases, subject to satisfactory performance on a Barnard placement examination. The full regulations on credit for summer study are available at the Office of the Registrar and on the Registrar’s website on the Application for Approval of Summer Session Courses. The student may learn in advance whether the courses she wishes to take in summer school meet the approval of the Committee by completing the form and submitting it to the Office of the Registrar well before the end of the spring term. Although the application may also be retroactive, the student places herself at risk of being denied degree credit if she fails to receive prior written approval from the Committee. The student is advised to consult the application for the full regulations, some of which are listed below:

1. No more than eight points may be counted for no more than two courses taken in one five- or six-week summer session.
2. To be eligible for credit, a course normally must meet for at least five weeks and at least 35 hours.
3. Grades for courses taken in summer school must be letter grades of C– or higher; they are not included in the Barnard grade point average, but they will be included in the calculation for Latin honors if the student’s Barnard GPA meets the threshold for honors. These courses and grades will, however, be considered by graduate or professional schools, which normally require the submission of an applicant’s transcripts from all the colleges attended.

A fee is charged by Barnard to transfer summer credits from the other institution.

Length of Residence

Students are expected to be registered full-time (12 points minimum) for four years. Transfer students must complete at least 60 points and two years full-time in residence at Barnard to receive the degree (see below for additional information). Under certain conditions, it is possible for a senior to complete her work for the degree while registered in absentia, with the permission of the Senior Class Dean.

Classification of Students

Students are classified as follows:

Matriculated

First-Year (fewer than 24 points)
Sophomore (24-51 points)
(Note: A student who enters as a first-year remains a first-year for the full academic year, regardless of points earned)
Junior (52-85 points and a declared major)
Senior (86 or more points)
Unclassified (transfer students who have not yet been assigned credit)

Non-matriculated

Other college degree candidates (visiting students)
Barnard alumnae auditing courses

Barnard alumni taking courses for credit
Any other student who is not a degree candidate
A degree candidate (i.e., a student who is matriculated) is expected to be enrolled for at least 12 points each term and may not change her status to non-matriculated.

Filing of Diploma Information

The Graduation Confirmation form, available on the WebAdvisor section of myBarnard, is the student’s official notification to the Registrar that she expects to have completed all requirements for the degree and to receive the diploma on a particular graduation date. Degrees are granted in May, October, and February. Graduation ceremonies are held in May.

Withdrawal and Readmission

A student not subject to discipline for infraction of College rules may withdraw from the College during the semester by submitting a "Notice of Withdrawal" form to her Class Dean before the withdrawal deadline. A student who plans to withdraw following the completion of a term must also file the appropriate form in the Dean of Studies Office. A student should discuss withdrawal with her academic adviser and Class Dean in advance of submitting the form. Confirmation of the withdrawal, and procedures and conditions for readmission, will be sent to the student upon receipt of the form.

Students who wish to request readmission to the College must submit a letter to the Dean of Studies Office, with reasons for the request and the $100 readmission fee, by June 1 for an autumn term return and by November 1 for a spring term return.

Readmission of students who have withdrawn from (or been withdrawn by) the College for some non-academic reasons, e.g. health, will be considered by the Committee on Evaluation, composed of representatives from the Office of Residence Life, Dean of Studies Office, Counseling Services, Disability Services, and Health Services. A Health or Counseling Services evaluation and recommendation is usually required for Committee consideration.

The Evaluation Committee also meets regularly throughout the academic year to discuss issues concerning students who are experiencing difficulties in academic, residential, and extracurricular life at the College. The Committee identifies available support services both on- and off-campus in order to assist students encountering difficulties. Finally, as needed, it considers the advisability of a student’s withdrawal from the College for non-academic reasons. A description of the Committee and its procedures is available in the Dean of Studies Office.

Exceptions to College Regulations

Requests by students for exceptions to college regulations governing the awarding of academic credit and requirements for the degree may be addressed to the Faculty Committee on Programs and Academic Standing. Students should consult their class deans for the procedure for filing petitions online. Requests that bear the appropriate approvals and comments of advisers and instructors normally receive consideration within two weeks of their submission.
Examinations

Language Placement Examinations
The foreign language requirement can be met by completing the required courses at Barnard (for individual languages see departmental curriculum statements), or, for transfer students, by having completed acceptable qualifying language courses.

Transfer Students
A transfer student who has no AP score or previous college language courses must, if she wishes to continue with a particular language, take a placement test. Transfer students who are not required to take an examination are notified of language placement along with the evaluation of their transfer credit.

First-Year Students
First-year students are placed on the basis of their CEEB or AP scores. Those with no scores who wish to continue languages studied in high school take placement examinations. The Class Dean advises all new first-year students on their language requirements.

Summer School Language Courses
Students, other than incoming transfer or first-year students, who take summer language courses and wish exemption or placement in their continuing language studies may be required to secure departmental approval to receive degree credit and continue at a higher level.

A student who does not wish to continue with a language in which she has been placed may begin the study of a new language.

Information about Language Placement Examinations is available at the Office of the Registrar; the examination dates are published in the College Calendar. The examinations are evaluated and placement is made by the appropriate departments. Results are available at the Office of the Registrar.

Other Departmental Placement Examinations
Students may obtain placement in certain courses by means of departmental placement examinations (for example, in the Mathematics and Physics departments). Information and applications for the examinations are available in departmental offices, and deadlines are particular to each department.

Make-Up Examinations During the Term
Instructors are not required to give make-up examinations to students absent from previously announced tests during the term. An instructor who is willing to give a make-up test may request a report of illness or acceptable evidence of other extenuating circumstances from the appropriate class dean in the Dean of Studies Office.

Final Examinations
No class meetings will be held on required reading days as set forth in the College Calendar. The dates for final examinations, given at the end of each term, are published in the College Calendar. Exact times and room numbers for individual examinations are posted on the website of the Office of the Registrar at least four weeks in advance of final examinations.

Barnard examinations are given under the Honor Code, which states that a student should not ask for, give, or receive help in examinations, nor should she use papers or books in a manner not authorized by the instructor. She should not present work that is not entirely her own except in such a way as may be approved by the instructor. Under the Honor Code, faculty members are expected to report any violation to the Dean of Studies.

A student who wishes to leave the room before the end of the examination period will submit her blue books to the instructor. If a student becomes ill during the course of the examination, she must notify the instructor and go to the College Physician, Brooks Hall, Lower Level. If less than an hour has expired, a grade of DEF will be recorded on the transcript and she will take a deferred examination. If a student remains for more than one hour of a three-hour examination or more than 40 minutes of a two-hour examination, she will be graded on the work she has completed, with the uncompleted work scored as 0.

Deferred Final Examinations
Deferred final examinations, given in September and January (see College Calendar), are permitted only for those students who were absent from the regular examinations for reasons of illness or emergency and who have received authorization from their instructors and the Dean of Studies Office.

Requests for absence from final exams for reasons of health or other emergencies must be reported to the instructor and to the Dean of Studies Office in person or by telephone on the day of the examination.

Applications for deferred examinations are filed with the Office of the Registrar. A payment of a $10 handling fee for each examination must accompany the application.

Examinations for Students with Disabilities
Individual arrangements can be made for disabled students unable to take examinations in the usual manner. Disabled students are normally expected to take their exams with the rest of the class, with disability-related modifications as needed. Students with disabilities who require nonstandard administration should consult with their instructors and the Director for Disability Services about reasonable accommodations. Students should obtain copies of the Test Accommodations Form in Room 008 Milbank and return them at the beginning of each semester.

Grading & Academic Honors

Grading System
Academic standing and eligibility for graduation are determined by both the number of courses completed and the grades achieved. The system used at Barnard is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Good</td>
</tr>
</tbody>
</table>
Pass/D/Fail Option

A student may elect the Pass/D/Fail option by submitting a Request for Pass/D/Fail online, via myBarnard, before the absolutely firm deadline published in the College Calendar. Under the Pass/D/Fail option the student is held responsible for fulfilling all course requirements. A grade of D or F is not converted. A student cannot elect the Pass/D/Fail option after the deadline and cannot revoke it after the deadline, but a student can request that a P grade be uncovered (see below). The complete rules and instructions are available on myBarnard and on the Registrar’s Office website (https://barnard.edu/registrar/barnard-coursework/pass-d-fail).

Some courses record Pass/Fail grades for all students enrolled, e.g., Physical Education classes. Of the 122 points required for the degree, a maximum of 23 points of course work may receive a grade of Pass. Mandated grades of P* (e.g., for Physical Education) are not included in the 23-point total; students may elect the Pass/D/Fail option in 23 points over and above mandated P grades. (For transfers, the maximum is 22 points.) The P/D/F option cannot be elected for First-Year English or First-Year Seminar or any course designated to count toward the major or the minor.

No limitation is placed on the number of Pass grades that may be recorded in a single term, except those rules that apply to Dean’s List, to eligibility for financial aid, and to the overall 23-point maximum.

Grades of P are not included in the grade point average. Grades of D or F, whether or not received under the Pass/D/Fail option, are computed. If the total number of points excluded from calculation in the grade point average exceeds 34, a sliding scale requiring higher qualifying averages is used to determine eligibility for general honors at graduation. (Like courses graded Pass, points credited for AP and baccalaureates are not calculated in the Barnard grade point average.)

The request for a course to be graded under the Pass/D/Fail option is irreversible. No request will be honored after the deadline. No request filed before the deadline can be reversed after the deadline. However, students may uncover their grades in any course that they initially elected to take P/D/F; they must request the uncovering no later than the registration deadline of the semester following the one in which the P/D/F course was taken (i.e., the second Friday of the following semester). Caveats: Graduating seniors cannot uncover P/D/F grades in their final semester. (If a graduating senior elected P/D/F in a course that is required for the major, the Registrar’s Office will uncover the grade the month before graduation, but the student cannot uncover any P/D/F grades for her final semester.) The 23-point cap is a cap on points the student elected to take P/D/F. Even if a student has chosen to uncover grades for some of those points, the student still cannot elect P/D/F in more than 23 points (or 22 for transfers). For 10 of them, she can elect only 8 more points P/D/F, even though she has only 5 grades of P on her record. Note: The uncovering policy takes effect in fall 2016, for courses elected P/D/F in that semester. It is not retroactive to earlier semesters.

Incompletes

A student may, for compelling reasons, request from her instructor an Incomplete by means of written approval on forms available at the Office of the Registrar. The deadline for filing the Application for Incomplete is the last day of the reading period. However, in a course

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**Student Transcripts**

Grades are available to students online. Following graduation, a student copy of her transcript is sent to each student at her home address (an unofficial transcript for which there is no charge). If the student wishes additional transcripts, a charge of $3 per copy will apply.
without a final examination, the deadline is the day before the final paper is due if that date precedes the last day of the reading period.

There are two Incomplete options. The “Early Incomplete” option requires submission of unfinished work to the Registrar soon after the end of the term by the date designated in the College Calendar and results in the removal of the “I” notation from the transcript. The second option extends the deadline to the first day of classes for the next Autumn term, but the “I” notation remains on the permanent transcript and is joined by the final letter grade. The full regulations that apply to Incompletes are listed on the Application for Incomplete form available at the Office of the Registrar. A student must have the permission of her instructor to qualify for an Incomplete, and she is required to use the form, which is a written guarantee of the terms set forth in it by the instructor.

Transcripts
Transcripts are ordered by written request to the transcript assistant in the Office of the Registrar. An official Transcript Request Form is available at the office of the Registrar or may be downloaded from the Registrar’s website, but the request may also be made by letter, provided that the letter includes the following: student’s name (and her name at Barnard, if different) and Barnard identification number or partial Social Security number, dates of attendance at Barnard, number of copies desired, specifications as to whether the transcript should or should not be delayed until the latest semester’s grades have been entered, name(s) and address(es) to which the transcript is to be sent, the student’s full signature, and payment of $3 (by check or money order) for each transcript ordered. Official copies of transcripts (those bearing the seal of the College) can be sent only to academic institutions, business organizations, and government offices. Unofficial copies of transcripts may be sent to the student. All copies of transcripts, official and unofficial, are sent only at the written request of the student, and are subject to the $3 fee. Transcripts can be sent by FedEx or Priority Mail for an additional fee. Transcripts cannot be sent electronically. Barnard cannot send copies of transcripts from other schools; they must be requested directly from the institutions attended.

Dean’s List
Effective fall 2013: To be eligible for Dean’s List, a student must be enrolled at Barnard, on Morningside Heights (or on a Columbia program abroad) and complete at least 12 letter-graded points with a minimum grade point average of 3.60 for the term. (P-graded points are excluded.) The grade point average will be based on all letter grades in the A to F range.

Prior to fall 2013: To be eligible for Dean’s List, a student must be enrolled at Barnard for both terms and complete at least 12 letter-graded points each term of an academic year with a minimum grade point average of 3.4 for the academic year. (P-graded points are excluded.) The grade point average will be based on all letter grades in the A to F range.

College Honors
The Faculty awards honors to students who complete work for the degree with distinction (cum laude), with high distinction (magna cum laude), and with highest distinction (summa cum laude). Students whose records include study at other institutions (transfer, summer school, study leave) will be eligible for Latin honors if both the overall and the Barnard grade point average meet the designated requirements. If the total number of points for courses graded P and P*, and for transfer grades that do not have Barnard equivalents, exceeds 34 of the 122 points for the degree (121 for students who enter as transfers), the qualifying averages are computed on a sliding scale.

The values determining Latin Honors will change each year. For 2017-2018:

A student with a final cumulative grade point average matching or exceeding the cutoff average for the top 5% of graduates of the last three years will be awarded the degree summa cum laude.

A student with a final cumulative grade point average matching or exceeding the cutoff average for the top 10% of graduates (and below the cutoff average for the top 5% of graduates) of the last three years will be awarded the degree magna cum laude.

A student with a final cumulative grade point average matching or exceeding the cutoff average for the top 20% of graduates (and below the cutoff average for the top 10% of graduates) of the last three years will be awarded the degree cum laude.

The averages for these three groups of graduates in the three academic years 2014-2015 through 2016-2017 were, in descending order, 3.95, 3.85, and 3.71. Accordingly, these minimum values govern the awarding of the corresponding honors in 2017-2018.

Departmental honors are awarded for distinguished work in the major to no more than 20% of graduates, as nominated by their major departments, and conferred by the Committee on Honors.

Phi Beta Kappa
The Barnard section of the Columbia University chapter of Phi Beta Kappa was founded in 1901. Election to the national honor society is a recognition of scholarship, and Barnard students of exceptionally high standing are eligible. Junior election will require a minimum of 86 completed points, and senior election, 102. Students do not apply for membership; they are elected by Barnard faculty members who are themselves members of Phi Beta Kappa.

Eligibility for Student Government Offices
To be a candidate for election to a student government office, a student must be in good academic standing and free of disciplinary action for at least one year.

Eligibility for Intercollegiate Athletics
Any student at Barnard College, Columbia College, the Fu Foundation School of Engineering and Applied Science, or the School of General Studies who is pursuing the undergraduate program or a combined program toward a first degree is eligible for intercollegiate athletics, provided that certain conditions are met. To be eligible for athletic activities, a student must:

• be a candidate for a bachelor’s degree;
• be registered for at least 12 points of credit per semester;
• be in satisfactory academic standing;
• have passed by the beginning of the academic year 24 points if in the second year, 52 points if in the third year, or 86 points if in the fourth year;
• have attended the University for not more than eight terms;
• not have completed the requirements for a bachelor’s degree.

An eligibility form must be filed with the Department of Intercollegiate Athletics, which consults with the Registrar to determine eligibility.

Academic Advising

Barnard’s model of mixed advising, where faculty and administrators advise pre-major students, is one of the hallmarks of the Barnard experience. Although the responsibility of knowing the degree requirements rests with each student, advisers offer support, guidance, and a sounding board for students, helping them set goals and priorities, select courses, and understand the curriculum. Class Deans in the Dean of Studies Office also offer support, especially if students encounter issues or have concerns that might extend beyond the classroom.

Class Deans and Advisers

Prior to matriculation, each entering first-year student will receive A Guide to Your First Year at Barnard from the First-Year Class Dean. The student selects courses for the autumn term and submits the completed on-line program form to the Class Dean who, insofar as possible, schedules classes accordingly. Class schedules are available when students arrive on campus for Orientation.

Assistance in planning courses of study is given to first-year students and sophomores by their academic advisers with whom students are expected to schedule appointments for individual advising throughout the year. Group meetings with department chairs and other professors are arranged each semester to facilitate the selection of majors.

By the middle of the second semester of her sophomore year, each student chooses her major field in consultation with the Sophomore Class Dean, her adviser, the academic department, and the Office of Career Development. From then on, her major adviser guides advanced study for the undergraduate degree and is the principal source of information on preparation for graduate school. Also available to her for general academic guidance are the Junior and Senior Class Deans.

Students are responsible for completing all degree requirements and are aided in doing so by the degree audit program on the Barnard website. A Senior Class handbook describes College policy on honors, application procedures for graduate or professional study, and deadlines for major examinations, GRE, LSAT, MCAT, and fellowship applications. The Senior Class Dean and the Coordinator for Commencement oversee the planning for commencement with the help of Class officers and the Commencement Committee.

Transfer Students

Incoming transfer students are assisted by the transfer advisers in planning their courses of study and selecting majors. Group meetings are scheduled in the summer and during Orientation, and individual appointments may be arranged throughout the academic year. Transfer students who enter with junior class standing are guided by both transfer and major advisers during their first Barnard semester.

International Students

Dean Bournoutian is available to meet with international students regarding issues that arise from their international student status. Group meetings are scheduled during Orientation and throughout the year to give international students the opportunity to become familiar with one another, the College, and life in the United States. The International Student Handbook is also available in the Dean of Studies Office.

Visiting Students

Students who enroll for classes at Barnard as visitors who will graduate from another college must have approval from the degree-granting school for coursework to be completed at Barnard. Program filing and registration are guided by designated transfer advisers.

Study Leaves

Students who wish to study abroad for credit toward the Barnard degree are urged to discuss their plans and to apply for approval from the Dean for Study Abroad Advising, Gretchen Young, early in the year prior to the period of enrollment at the other institution. Information is available on the web and in 105 Milbank.

Program Planning for Students Interested in Health Professions

The basic pre-medical and pre-dental requirements are two semesters of introductory biology (BIOL BC1500 Introduction to Organismal and Evolutionary Biology and BIOL BC1502 Introduction to Cell and Molecular Biology) and two semesters of biology laboratory (BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology and BIOL BC1503 Introductory Lab in Cell and Molecular Biology); two semesters of general chemistry and one semester of laboratory (CHEM BC2001 General Chemistry I, CHEM BC2322 Chemistry IV); two semesters of organic chemistry and one semester of organic laboratory (CHEM BC2320 Organic Chemistry I and CHEM BC2321 Organic Chemistry II) with at least 2 points of lab; two semesters of physics with accompanying laboratory (PHYS BC2001 Physics I: Mechanics, PHYS BC2002 Physics II: Electricity and Magnetism [calculus I and II are typically pre- or corequisites] or PHYS V1201 General Physics I, PHYS V1202 General Physics II, PHYS UN1291 General Physics Laboratory, and PHYS UN1292 General Physics Laboratory II [calculus I prerequisite]; two semesters of English (fulfilled by First-Year Seminar and First-Year English); and one year of college-level mathematics which can be fulfilled by either two semesters of calculus or one semester of calculus and one semester of a specified statistics class (not including STAT UN1001 Introduction to Statistical Reasoning). Highly recommended courses, which are required by a number of medical schools, are biochemistry (CHEM BC3282 Biological Chemistry), and genetics (BIOL BC2100 Molecular and Mendelian Genetics).

Students should become familiar with the most recent edition of Medical School Admissions Requirements (https://www.aamc.org) (MSAR), an annual publication of the Association of American Medical Colleges.

Pursuing a major in the sciences is not necessary for premedical students, provided they include the aforementioned required courses in their programs. The requirements listed above must be completed prior to the actual summer that one is applying to medical, dental, or veterinary school. Students are strongly advised to complete all the science requirements listed above prior to taking the Medical College Admissions Test (MCAT) which is offered approximately 20 times per application cycle.
All students who are interested in the health professions should consult Dean Starks in the Dean of Studies Office.

**Program Planning for Students Interested in Law**

There are no specific course requirements for entry to law school, and there is no specifically recommended major. Students are encouraged to develop strong skills in writing and in speaking with precision and to take programs that require demanding critical analysis and effective study habits. Information about law schools and the application process can be found in the [Official Guide to U.S. Law Schools](http://officialguide.lsac.org), an annual publication of the Law School Admission Council and the American Bar Association, and Barnard’s [Pre-law Advising Guide and Pre-law Packet](http://barnard.edu/dos/after-barnard/pre-law) at barnard.edu/dos/after-barnard/pre-law.

Students are encouraged to consult Dean Kuan Tsu in the junior year or earlier. The LSAT should be taken in June or October of the year prior to expected entry to law school; the June test is recommended because it allows for better planning. Information for the LSAT and Credential Assembly Service (a required transcript analysis and recommendation service) is available at lsac.org.

**Graduate School Advising**

Students interested in advanced study in the liberal arts and sciences or the performing arts may consult faculty members in appropriate departments and the Senior Class Dean.

**Recommendations**

Students are encouraged to establish recommendation files for future use for graduate and professional study with Mr. John and Ms. Torres, the recommendations assistants in the Dean of Studies Office.

**Honors**

The following awards, administered according to the provisions of their respective donors, were established to honor students who have shown exceptional distinction in their studies. Students do not apply for these awards; rather, recipients are selected by appropriate Faculty departments and committees.

**Fellowships**

**Alpha Zeta Club Graduate Scholarship (1936)**

For graduating seniors who show promise of distinction or to outstanding recent Barnard graduates who are candidates for higher degrees.

**Associate Alumnae of Barnard College Graduate Fellowship (1963)**

For a graduating senior or graduate who shows exceptional promise in her chosen field of work. Information and applications may be obtained in the Alumnae Office.

**Anne Davidson Fellowship (1971)**

For graduating seniors who will pursue graduate study in conservation at a university of approved standing.

**George Welwood Murray Graduate Fellowship (1930)**

For graduating seniors who show promise of distinction in the humanities and/or the social sciences and who will pursue graduate study at a university or college of approved standing.

**Josephine Paddock Fellowship (1976)**

For graduating seniors who show promise of distinction in such fields of graduate study in art as the faculty shall determine. Holders are to pursue studies, preferably abroad, at a college or university of approved standing.

**Grace Potter Rice Fellowship (1935)**

For graduating seniors who show promise of distinction in the natural sciences or mathematics and who will pursue graduate study at a university or college of approved standing.

**General**

**Estelle M. Allison Prize (1937)**

For excellence in literature.

**Mary E. Allison Prize (1937)**

For general excellence in scholarship.

**Annette Kar Baxter Memorial Fund Prize (1984)**

For juniors who have distinguished themselves in the study of some aspect of women’s experience.

**Frank Gilbert Bryson Prize (1931)**

For a senior who, in the opinion of the class, has given conspicuous evidence of unselfishness and who has made the greatest contribution to Barnard during the college years.

**Eleanor Thomas Elliott Prizes (1973)**

Two prizes to juniors chosen by the Honors Committee from among the five most academically outstanding students in the class based upon overall academic record, integrity, and good citizenship in the College.

**Katherine Reeve Girard Prize (1964)**

For a student whose interests are in the international aspects of a major.

**Ann Barrow Hamilton Memorial Prize in Journalism (1978)**

For a graduating senior who will pursue a career in journalism.

**Alena Wels Hirschorn Prize (1986)**

For a senior majoring in economics, with preference for a student who has a strong interest in English literature and/or in pursuing a career in journalism.

**Lucy Le Fevre Travel Grants (1987)**

To promising individuals with enriching, eclectic projects that demonstrate originality and self-direction.

**Jo Green Iwabe Prize (1986)**

To a student for active participation in the academic and extracurricular life of the College.

**Ethel Stone LeFrak Prize (1986)**

For excellence in a field of the arts.

**Schwimmer Prize (1986)**

For an outstanding graduating senior in the humanities.

**Bernice G. Segal Summer Research Internships (1986)**

One or more internships for supervised research in the sciences during the summer.

**Marian Churchill White Prize (1975)**

For an outstanding sophomore who has participated actively in student affairs.
**Premedical**

**Helen R. Downes Prize (1964)**
For graduating seniors who show promise of distinction in medicine or the medical sciences.

**Ida and John Kauderer Prize (1973)**
For premedical students majoring in chemistry.

**Barbara Ann Liskin Memorial Prize (1995)**
For a premedical student committed to women’s issues and to a humanistic approach to patient care.

**Lucy Moses Award (1975)**
For a premedical student likely to provide service to the medically underserved.

**Gertrude Bunger Zufall Award (1987)**
For a premedical student entering her senior year

**By Academic Area**

**American Studies**

**John Demos Prize in American Studies (1995)**
Awarded to a senior major for excellence in American Studies.

**Architecture**

**Marcia Mead Design Award (1983)**
For architectural design.

**Art History**

**Nancy Hoffman Prize (1983)**
For students who plan to enter museum or gallery work or art conservatorship.

**Virginia B. Wright Art History Prize (1969)**
For promising seniors majoring in art history.

**Asian-Middle Eastern Cultures**

**Taraknath Das Foundation Prize (Columbia University)**
To a student of Barnard College, Columbia College, or the School of General Studies, for excellence in Asian and Middle Eastern Studies.

**Biological Sciences**

**Edna Henry Bennett Memorial Grants (1927)**
For summer study at a biological research station.

**Hermann Botanical Prize (1892)**
For an undergraduate student proficient in biology.

**Herbert Maule Richards Grants (1933)**
For botanical or general biological research.

**Donald and Nancy Ritchie Grants (1979)**
For biological study or research.

**Spiera Family Prize (1986)**
For promise of excellence by a student majoring in biological sciences.

**Constance Von Wahl Prize (1915)**
For advanced work in biology.

**Chemistry**

**American Chemical Society’s Division of Analytical Chemistry Award**
For outstanding work in analytical chemistry.

**American Chemical Society’s Division of Polymer Chemistry Award**
For outstanding work in organic chemistry.

**American Institute of Chemists, New York Chapter Prize**
For an outstanding student of chemistry.

**CRC Press First-Year Chemistry Achievement Award**
For outstanding achievement in first-year chemistry.

**Marie Reimer Scholarship Fund Prize (1953)**
Awarded at the end of the junior year to an outstanding major in chemistry.

**Economics**

**Alena Wels Hirschorn Prizes (1986)**
To a junior and a senior for the best essay on a subject of domestic or international economics.

**Beth Niemi Memorial Prize (1981)**
For an outstanding senior majoring in economics.

**Katharine E. Provost Memorial Prize (1949)**
For superior work by an undergraduate major in economics.

**Sylvia Kopald Seleman Prize (1960)**
For the first-year student who is doing the best work in introductory economics.

**Education**

**Susan Riemer Sacks Prize**
For the Barnard student teacher who has made the most noteworthy contribution to secondary school classrooms.

**Stephanie Kossoff Prize (1972)**
For the student who has made the most noteworthy contribution or meaningful endeavor in childhood education.

**English**

**Academy of American Poets Prize (Columbia University)**
For the best poem or group of poems by a student.

**Lenore Marshall Barnard Prizes (1975)**
For both poetry and prose of distinction.

**Saint Agatha-Muriel Bowden Memorial Prize (1971)**
For superior proficiency in the study of Chaucer and medieval literature.

**Bunner Award (Columbia University)**
To the candidate for a Columbia degree who shall present the best essay on any topic dealing with American literature.

**Doris E. Fleischman Prize (1992)**
For the Barnard student judged to have written the best short piece, fiction or nonfiction.

**W. Cabell Greet Prize (1974)**
For excellence in English.

**William Haller Prize (1987)**
For excellence in the study of English literature.

**Amy Loveman Memorial Prize (1956)**
For the best original poem by an undergraduate.

**Sidney Miner Poetry Prize (1962)**
For the senior major who has shown distinction in the reading, writing, and study of poetry.
Peter S. Prescott Prize for Prose Writing (1992)
For a work of prose fiction which gives the greatest evidence of creative imagination and sustained ability.

Helen Prince Memorial Prize (1921)
For excellence in dramatic composition.

Helene Searcy Puls Prize (1984)
For the best poem in an annual student competition.

Stains-Berle Memorial Prize in Anglo-Saxon (1968)
For excellence in Anglo-Saxon language and literature.

Howard M. Teichmann Writing Prize (1986)
To a graduating senior for a written work or body of work that is distinguished in its originality and excellent in its execution.

Van Renssealer Prize (Columbia University)
To the candidate for a Columbia degree who is the author of the best example of English lyric verse.

George Edward Woodberry Prize (Columbia University)
To an undergraduate student of the University for the best original poem.

Environmental Science
Lillian Berle Dare Prize (1974)
For the most proficient Barnard senior who will continue to study in geography or a related field.

Henry Sharp Prize (1970)
For an outstanding student majoring in environmental science.

French
Helen Marie Carlson French Prize (1965)
For the best composition in fourth-term French.

Isabelle de Wyzewa Prize (1972)
For the best composition in the French course Major French Texts.

Frederic G. Hoffherr French Prize (1961)
To a student in intermediate French for excellence in oral French.

Eleanor Keller Prizes (1968)
For juniors in French literature and seniors in French culture.

Rosemary Thomas Prize in French (1966)
For evidence of a special sensitivity and awareness in the study of French poetic literature.

German
Dean Prize in German (1952)
For the senior who has throughout college done the best work in German language and literature.

German Scholarship Fund Prize (1950)
Awarded at the end of the junior year to an outstanding major in German.

Louise Stabenau Prize in German (1988)
Awarded to a junior or senior major for excellence in oral German.

Greek and Latin
John Day Memorial Prize (1986)
For a high-ranking sophomore in the field of Greek and Latin.

Earle Prize in Classics (Columbia University)
For excellence in sight translation of passages of Greek and Latin.

Benjamin F. Romaine Prize (Columbia University)
For proficiency in Greek language and literature.

Jean Willard Tatlock Memorial Prize (1917)
For the undergraduate student most proficient in Latin.

History
Eugene H. Byrne History Prize (1960)
For superior work by a history major.

Ellen Davis Goldwater History Prize (1982)
For superior work by a history major.

Italian
Bettina Buonocore Salvo Prize (1966)
For a student of Italian.

Speranza Italian Prize (1911)
For excellence in Italian.

Mathematics
Margaret Kenney Jensen Prize (1973)
To first-year students, sophomores, and juniors for excellence in mathematics.

Kohn Mathematical Prize (1892)
To a senior for excellence in mathematics.

Music
Robert Emmett Dolan Prize (Columbia University)
To a student in any division of the University for instruction on a chosen musical instrument.

Ethel Stone LeFrak Prize (1986)
For a graduating senior whose creative writing in music shows promise of distinction.

Philosophy
William Pepperell Montague Prize (1949)
For promise of distinction in the field of philosophy.

Gertrude Braun Rich Prize (1986)
For promise of excellence by a student majoring in philosophy.

Physical Education
Margaret Holland Bowl (1974)
For excellence in leadership and participation in Barnard intramurals and recreation.

Marion R. Philips Scholar-Athlete Award (1981)
To the senior female winner of a varsity letter who has achieved the highest cumulative academic average and who has participated on a Columbia University team for at least two years.

Tina Steck Award (1980)
For the most outstanding member of the Swimming and Diving Team.

Physics
Henry A. Boorse Prize (1974)
To a graduating Barnard senior, preferably a major in the department, whose record in physics shows promise of distinction in a scientific career.

Political Science
James Gordon Bennett Prize (Columbia University)
For the best essay on some subject of contemporary interest in the domestic or foreign policy of the United States.
Phoebe Morrison Memorial Prize (1969)
For a political science major planning to attend law school.

Political Science Quarterly Prize (2000)
To a Barnard political science major for excellence in analytical writing on public or international affairs in a paper that has been presented in a colloquium.

Caroline Phelps Stokes Prize (Columbia University)
For the best essay on any topic approved by the Stokes Prize Committee, which has been presented in course or seminar work.

Psychology
Hollingworth Prize (2000)
For an outstanding research project in psychology.

Ida Markewich Lawrence Prize (1982)
For the best paper in psychology, preferably child psychology, by a major.

Millennial Psychology Prize (2000)
For a student who plans to continue her scientific or professional training in psychology or a related discipline.

Religion
Samuel Domfield Prize (1979)
To a Barnard student whose work in Old Testament or Ancient Near Eastern Studies reflects special sensitivity and academic excellence.

Caroline Gallup Reed Prize (1916)
For outstanding work either in the field of the origin of Christianity and early church history or in the general field of the history and theory of religion.

Spanish
John Bornemann Prize in Spanish (1976)
For superior performance in the first- or second-year language courses.

Carolina Marcial-Dorado Fund (1953)
For a student from Spain, or to a Spanish major continuing graduate studies in the United States or abroad, or to a student who is majoring in Spanish.

Eugene Raskin Prize
For the best essay in fourth-term Spanish.

Clara Schifrin Memorial Spanish Prize (1998)
For an outstanding student of Spanish and Latin American Cultures in courses above the level of Spanish 1204.

Spanish Prize (1959)
For a Spanish major who has done the most distinguished work in Spanish language and literature.

Ucelay Recitation Prize
For the best recitation of a poem or dramatic passage in Spanish.

Susan Huntington Vernon Prize (Seven Colleges)
For the best original essay written in Spanish by a senior whose native language is not Spanish.

Theatre
Kenneth Janes Prize in Theatre (1987)
For a Barnard junior or senior who has contributed notably to the theatre program of the Minor Latham Playhouse.

Women's Studies
Bessie Ehrlich Memorial Prize (1980)
For an oral history project concerning a female relative of a preceding generation, in conjunction with the Women's Studies Department.

Jane S. Gould Prize (1982)
For an outstanding senior essay by a Women's Studies major.

Student Life & Services
Barnard students soon discover that their classmates are among the principal resources of their undergraduate years. Cosmopolitan in nature, the student population includes residents of nearly every state and some 39 foreign countries as well as those who live within commuting distance. Diversity is one of the few generalizations that can be made safely about Barnard students; a mingling of economic, regional, ethnic, and cultural groups is evident in campus life. Over 90 percent of the students live in College housing and participate in the educational programs, cultural events, and social activities of their residence halls.

School of General Studies is located in the David M. Rubenstein Family Center for Business & Economics, which is one of the major educational facilities on the campus. The Center offers a variety of programs and services that support the educational needs of the students.

Cooperation among Barnard and Columbia groups is common. The majority of clubs and organizations have both Barnard and Columbia student members. Religious organizations and activities with headquarters on the Columbia University campus encompass nearly every faith and are open to all Barnard students. Urban New York, a joint Barnard-Columbia program, offers unique opportunities for students, faculty, and staff to experience together the cultural, political, and social life of the city at no cost!
Sports and Athletics

The Columbia University/Barnard College Athletic Consortium (Division I of the NCAA) sponsors 16 women's varsity teams, including archery, basketball, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, squash, swimming and diving, tennis, indoor and outdoor track and field, volleyball and rowing. The Athletic Consortium is just one of three in the nation and the only one on a Division I level. Students at Barnard College along with women enrolled at the undergraduate divisions of Columbia University have the opportunity to compete on all university-wide teams. Scheduled competition includes the Ivy League, the metropolitan area, the Eastern region, and national tournaments. Individuals and teams have the opportunity to advance to regional and national competition within the ECAC and NCAA.

For students interested in less competitive programs, the Physical Education Department offers an extensive program of intramurals and recreation. The program features badminton, basketball, floor hockey, indoor soccer, volleyball, open gym time, recreational swimming, sports clubs, open weight room hours, and special events.

Barnard facilities include a swimming pool, the LeFrak Gymnasium, locker rooms, running track, fencing, dance and wellness studios, and a weight room in Barnard Hall, as well as access to tennis courts just one block away in Riverside Park. Barnard students have access to all recreational and athletic facilities of the University as well. The Dodge Fitness Center at Columbia includes the Levien Gymnasium, with a seating capacity of 3,499; the eight-lane Urs Swimming Center; 17 squash and handball courts; a well-equipped training room; and locker rooms and sauna. Women’s intercollegiate and club teams also use outdoor facilities at Baker Field, a 26-acre complex at the northern tip of Manhattan that includes 20,000-seat Wien Stadium with a new synthetic surface, an eight-lane, all-weather NCAA-regulation running track, and practice fields. There are seven composition tennis courts with a tennis clubhouse, a soccer stadium, a softball field, facilities for rowing, and a spacious field house.

Honor Code

The Honor Code, instituted at Barnard in 1912, governs all aspects of academic life and is enforced by an Honor Board that has a membership of students and faculty members, advised by the Dean of Studies Office. The Judicial Council of undergraduates, faculty, and administrators recommends disciplinary action for non-academic offenses and acts on appeals of academic disciplinary sanctions determined by the Honor Board. A more complete explanation of the system may be found in the Student Handbook.

Each student who registers at Barnard agrees to maintain the Honor Code, which states:

We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, or to use any papers or books not authorized by the instructor, or to present oral or written work that is not entirely our own, except in such a way as may be approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Library regulations and independent study courses are also governed by the code. Policies and regulations concerning student conduct are recommended by student, faculty, and administrative committees to the appropriate administrators, the President, and the Board of Trustees. Hearing and appeal procedures are also outlined in the Student Handbook.

Enrollment in the College, award of academic credit, and conferral of the degree are subject to disciplinary powers vested by the Barnard Board of Trustees in appropriate officers of instruction, administration, and in College committees.

Residential Life

Barnard maintains a diversified residential program. Residential options include traditional residence halls, a variety of suite arrangements, and apartments in College-owned residential buildings on or adjacent to the campus. In a cooperative exchange with Columbia College and the School of Engineering and Applied Sciences, a limited number of Barnard and Columbia juniors and seniors participate in a housing exchange program. In addition, some students live in independent housing they secure in the campus vicinity. The College offers all incoming first-year students the opportunity to elect to live in campus housing. On average, the residential rate among first-year students is 98%, while the average residency rate among upper-class students is 90%.

Facilities

All Barnard College owned or operated residence halls are completely smoke-free. Under the leadership of the Associate Dean for Campus and Residential Life, the College provides substantial supervision of student life. This includes associate directors, graduate staff and undergraduate student assistants, 24-hour desk attendant coverage, and regular security guard patrols.

Brooks, Hewitt, Reid, and Sulzberger Halls, or the “Quad,” at the south end of the campus, are operated as a single complex with space for about 920 students. This residential complex provides community amenities, including computer rooms. The first eight floors of Sulzberger Hall, Reid, and Brooks house first-year students, who are assigned to double, triple, and quad rooms. There are also wheelchair-accessible rooms located in the Quad. The “Tower,” floors nine through 16 of Sulzberger Hall, houses seniors in suites with lounges and kitchenettes.

“616” West 116th Street, an apartment-style residence directly across the street from the Quad, provides housing for 200 students in suites of single and double rooms. Each suite has a kitchen and bath.

“600” and “620” West 116th Street are College-owned buildings comprising a majority of student apartments of one to five single or double rooms with kitchen and bath and some apartments for community residents.

Elliott Hall, adjacent to the west side of campus, houses 96 students. Rooms are on common corridors in suites with shared baths, kitchenettes, and lounges. Elliott Hall houses more than 50% of the new incoming transfer students.

Plimpton Hall, a suite-style residence hall on Amsterdam Avenue and West 121st Street, a short walk from the main campus, but adjacent to Columbia and Teachers College, provides housing for 280 students in suites of five single rooms. Each suite has a kitchen and bath.

601 West 110th Street has housing for approximately 175 Barnard students (mostly sophomores and juniors) who live in suites and...
seniors who live in studios. This option provides independent living with an active residential life program.

The newest member of our residential family is Cathedral Gardens. This building is located at 110th St. and Manhattan Ave. This community is the perfect location for mature students who are looking for a tranquil retreat from hectic campus life. It is also well-suited for groups of students with shared interests in community engagement and off-campus work experience and internships. Building residents will find lovely views overlooking Morningside Park or the Morningside Heights neighborhood. CG offers a community lounge, laundry facilities and a 24-hour security desk. Within each apartment, students will enjoy beautiful hardwood floors, new furniture and fixtures, as well as a dishwasher and full refrigerator in every kitchen. The spaces range from four to six-person apartments containing mostly single rooms and some doubles.

Eligibility

Eligibility criteria have been established in order to assign available space on an equitable basis. These regulations may be changed as needed at the discretion of the College, but insofar as possible, the following criteria will determine eligibility:

- Eligibility for residence is limited to Barnard students and approved visiting students who have both completed the registration and program filing processes and have made all required payments by the payment deadlines. Some Columbia students may also be eligible, providing they meet the requirements for the Barnard/Columbia Housing Exchange as defined by Columbia University Undergraduate Housing. Students must be enrolled on a full-time basis, with the exception of seniors in their final semester of College before graduation.

Assignments

Returning upper-class resident students select their rooms on the basis of a random lottery number system and room selection process. Incoming first-year students, readmitted upper-class students, and transfer students are assigned rooms by the Office of Residential Life and Housing.

Requirements

The rules and regulations regarding payments and refunds, and the use and occupancy of rooms are in the “Terms and Conditions of Student Residence in Barnard College Housing,” which is given to students selecting College housing and which must be agreed to before they may accept an assignment. This document may be reviewed via the Residential Life & Housing webpage.

Board

All Barnard students are required to participate in a meal plan. All first-year students residing in Barnard housing will be enrolled in the College’s Unlimited Meal Plan at an annual cost of $5,380 ($2,690 per semester). Upperclass students who reside in the Barnard Quad (Floors 2-8 of Sulzberger, Reid, Brooks, and Hewitt Halls) will be enrolled in the Quad upperclass Meal Plan at an annual cost of $3,730 ($1,865 per semester). Upperclass students who reside elsewhere in campus housing (including rooms on the Columbia campus through Barnard/Columbia Housing Exchange) will be enrolled in the Convenience Meal Plan at an annual cost of $600 ($300 per semester). Students outside the Quad may choose between different versions of the Convenience Meal Plan which will include different distributions of meals and points.

Students may upgrade their required meal plan to one offering more than the minimum requirements for their housing location. Kosher options are available for all plans at an additional charge. To upgrade the required minimum meal plan and/or select a preferred meal plan options, students must select their exact plan before September 17, 2011.

If a student moves out of Barnard housing but remains enrolled at the College (with the exception of an approved student abroad program), she must remain enrolled in a Barnard meal plan. Any meals remaining on any meal plan at the end of the fall semester are forfeited. Any meal plan points remaining at the end of the fall semester may be carried over to the spring semester providing that the student remains enrolled in a Barnard meal plan during the spring semester. Any meals or meal plan points remaining at the end of the spring semester are forfeited.

Married Students

A married student, as a rule, will not be allowed to remain in College housing with her significant other. They will be subject to financial obligations which pertain to any student who withdraws from the residence halls or from the College during the term.

Financial Aid for Room and Board

All students who live on campus will have their financial aid based on the resident student budget. A student who receives aid from the College based upon the resident budget must live in College housing billed by Barnard. It is the student’s responsibility to notify the Office of Financial Aid when she decides not to reside on campus. Students who decide to live off-campus or commute from home will have their financial aid based on the commuter student budget. All first-year students who are receiving financial aid will have a resident budget based on the cost of a multiple room and the Platinum Meal Plan. All upper class students who are receiving financial aid will have a resident budget based on the cost of a multiple room and the Upper Class Quad Meal Plan. A student who chooses to reside in a single room or studio apartment must cover the difference between the cost of a single/studio apartment and double room from her own resources.

Resident Assistants

As part of the student support network, students in each residence hall are designated as Resident Assistants to be a campus resource for resident students, to provide referrals to other services, and to aid in residential programming.

Information Services

Barnard Library & Academic Information Services

The Barnard Library and Academic Information Services unit supports excellence and innovation in teaching and learning by providing access to extensive information resources and exceptional research and instructional services. The unit includes the Wollman Library, Instructional Media and Technology Services, and the Barnard Archives. The library and archives are located in the LeFrak Center, Barnard Hall, while IMATS is located in Sulzberger Annex.
The Wollman Library provides access to a core collection of academic books and journals focused on supporting the College’s rigorous liberal arts curriculum, with particular strength in the areas of art history, architecture, and the visual arts, dance, literature, theatre, and women’s studies. The Library, along with the Archives is home to a growing number of special collections including self-published “zines”, the Overbury Collection, 3,300 books and manuscripts by and about American women authors, and a substantial portion of the records of American Woman’s Association.

In addition, the library serves as a bridge to the outstanding collections of the Columbia University Libraries, one of the top five academic research library systems in North America. The collections include over 11 million volumes, over 150,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and graphic and audio-visual materials. The Barnard librarians are also familiar with the many libraries and special collections located throughout the New York metropolitan area and can assist students and faculty with referral and access.

Founded in 1963, the Barnard Archives serves as the permanent repository for the records of the College, documenting its rich history through a collection of official college and student publications, letters, photographs and other materials from its founding in 1889 to the present. The Archives currently holds over 1,200 linear feet of document materials, 6,000 feet of 8mm, Super-8, and 16mm motion picture film dating from the 1920s through the 1980s, 10 linear feet of audio materials, and over 30,000 photographic prints and negatives dating from the late 1800s.

Located on the 2nd floor of Sulzberger Annex, the Instructional Media and Technology Services department offers a wide range of facilities, services, and equipment to support the College’s curricular and co-curricular activities and events. Staff members oversee the Sloane Media Center, providing video and audio equipment and editing software to support students’ multimedia production efforts, while specialists in instructional technology also assist faculty in the effective use of technologies to enhance their teaching.

Barnard College Information Technology (BCIT)

Barnard College Information Technology (BCIT) is responsible for managing and supporting the College’s IT infrastructure. Systems include email, calendars and other tools for collaboration using gBear, Barnard’s implementation of Google Apps for Education. In addition, BCIT manages and supports campus network & internet access, database applications, and administrative systems. BCIT runs a Service Desk for faculty & staff support, a project management office (PMO) for IT-related projects, manages computer labs, and offers computing services for Barnard College students. BCIT works in partnership with the other college departments to implement and support applications like course registration and online student services as well as enterprise systems and applications for faculty and administrative departments.

Barnard College Information Technology (BCIT) – Student Computing Services

BCIT provides computing resources and support to all Barnard students through Student Computing Services. Student Computing Services assists students with a wide range of technological issues, including software installation, computer security, and network configuration; supports five computer labs that are accessible to all students; and helps disseminate information about technology through special events and workshops. Student Computing Services is located in the main computer lab in the Diana Center, Room 307. Both full-time staff and student technicians (known as Academic Computing Experts or “ACEs”) are available to troubleshoot computer and printer problems, help with technology questions, and provide general computing support. For computing assistance, students may contact Student Computing Services by phone, email, or in person. The smaller labs are open 24 hours a day, 7 days a week during the academic year, and are located in the residence halls in Sulzberger, Plimpton, and 616 West 116th Street.

Barnard Center for Research on Women

The Barnard Center for Research on Women promotes a dialogue between feminist scholarship and activism, and serves a community composed of faculty, students, staff, alumnae, community activists, artists, and scholars. Founded in 1971 to deepen Barnard’s long-standing commitment to women’s equality, the Center has, in recent years, dedicated itself to examining how today’s women’s movements speak to and further those of the past, as well as the ways in which feminist struggles are inextricably linked to other movements for racial, economic, and social justice around the globe.

The Center accomplishes these goals by offering public lectures and conferences on a wide range of feminist issues and by publishing its tri-annual web journal, “The Scholar and Feminist Online.” These efforts fortify the Center’s role of fostering inquiry and advancing knowledge about women and keeping feminist issues at the forefront of college life. They also link Barnard to a diverse range of activist organizations and community groups throughout the city, a listing of which is available in the online BCRW Directory of Women’s and Social Justice Organizations.

Nowhere is this network more visible than in the Center’s lively, provocative and engaging programming. Hosting nearly a dozen ongoing series, the Center provides a public forum for intelligent and relevant discussions of women in Judaism, the future of feminism, the politics of women’s imprisonment, and feminist responses to today’s most controversial issues. Bringing together renowned scholars, artists, and community organizers, the nationally recognized annual “The Scholar and the Feminist” conference, now in its 33rd year, has, in recent years, explored the changing face of activism across generations, international feminist movements, and feminist responses to race and poverty.

Located in Room 101 Barnard Hall, the Center’s reading room and Resource Collection, which includes over 120 feminist periodicals, are open to members of the Barnard community and the general public. The Center also houses hundreds of rare, difficult-to-find feminist materials dating back to the early Second Wave of American Women’s Movements. This public archive of flyers, reports, newsletters, pamphlets, and conference programs provides an exciting glimpse into one of the most vibrant moments in the history of activism. In From the Collection, each semester student research assistants curate an online exhibition of the most interesting documents, organizing them around a theme of enduring importance.
Other Student Services

Career Development

Career Development is committed to teaching students the skills needed to make career decisions over a lifetime and to facilitate internships, employment, and postgraduate opportunities. By utilizing our programs and services, they will learn to incorporate a multifaceted approach to their career development. To reach this goal, the office has developed programs enabling Barnard women to gain work experience and to be informed about different career opportunities.

Students and alumnae are seen for individual career counseling appointments. They are given access to the online Alumnae Community database that lists graduates who are available to discuss their fields. Students can also participate in the Student-to-Alumnae Mentoring program that pairs students with alumnae for ongoing mentoring throughout the academic year. In addition, the Take a Barnard Student to Work program matches students with alumnae to participate in job shadowing and informational interviews.

The Career Development website has interactive capability, describes all programs, provides fact sheets, lists internships and jobs, enables students to register their career interests, sign up for workshops, and schedule on-campus interviews with employers via NACElink. A monthly newsletter informs students about career programs, workshops, internships, entrepreneurship, community service, and special opportunities. Fall semester and spring semester career fairs provide students with the occasion to meet employers offering both internships and full-time employment opportunities. Moreover, the office collaborates with faculty on the New York Civic Engagement Program to connect community service to the classroom experience.

Career Development provides peer-to-peer counseling to assist students with their career development. Peer Career Advisors are trained to assist fellow students with career exploration, resume modifications, and cover letter writing, interviewing, and job search strategies. Meanwhile, PCAs collaborate with Resident Assistants and student clubs to offer workshops to students.

The Grant and Donor Internship Program provides funding alternatives for exceptional students to facilitate internship opportunities that advance students' career development through meaningful exposures to career fields of interest. Students involved in unpaid internships are eligible for this program during the fall and spring semesters, as well as the summer recess.

Career Development welcomes students and alumnae twelve months a year. The office advises two student-run enterprises—the Barnard Babysitting Agency and the Barnard Bartending and Party Help Agency. These agencies provide excellent managerial experience and create jobs for many students. This office also administers the Federal Work Study Program. In addition, business suits for interviews and professional meetings can be borrowed from the office's Suitable Suits program. These programs were developed to help students and alumnae reach and maximize their career goals.

Health Services

Alcohol and Substance Awareness Program

The Alcohol and Substance Awareness Program (ASAP) works with the Barnard community to provide drug and alcohol education, prevention, and intervention on campus. Its purpose is to promote the healthy development of students and to encourage students to explore their options and ultimately make choices that are positive for them as individuals.

ASAP offers individual and group counseling ASAP also offers outreach and educational programs on related topics, including: consequences of alcohol use, Barnard norms, women and alcohol, alcohol and relationships, alcohol and stress, abstinence, drug use, safe spring break and media literacy. All ASAP services are confidential and free of charge.

Disability Services

In 1978, Barnard established a program to provide services for students with disabilities, which enhance their educational, pre-professional, and personal development. The Office of Disability Services (ODS) serves students who have different types of disabilities such as mobility, visual, hearing loss, as well as students with invisible disabilities, such as learning disabilities and ADD/ADHD, chronic medical conditions, psychological disabilities, and substance abuse recovery. ODS works with other administrators and members of the faculty to assist students with disabilities in participating equally in college. Students who wish to seek accommodations at Barnard should call ODS at 212-854-4634 to self-identify a need and to register as soon as possible. ODS staff will then send you a short online application to fill out and then contact you afterwards to schedule an intake meeting. Accommodation decisions are not granted retroactively, so it is best to register with ODS early on. Accommodation decisions are made on a case-by-case basis, according to the type of disability a student has and the recommendations of the student's documentation. The buildings on the Barnard campus are wheelchair accessible. ODS staff can assist students with determining the best access routes on campus. ODS maintains a comprehensive webpage (https://barnard.edu/disabilityservices), which includes important information about accessing accommodations, how to register, and policies related to accommodations.

Primary Care Health Service (PCHS)

The PCHS, nationally accredited by the Accreditation Association for Ambulatory Health Care, provides primary care and specialist referrals for all registered Barnard students. It offers a wide range of general services, with a particular emphasis on the developmental needs of college-aged women. Entering students must submit a proof of immunization as required by New York State Health Laws. All students are entitled to all services at the PCHS, regardless of the type of insurance they carry.

Staff

The clinical staff consists of full-time and part-time physicians, nurse practitioners, a nurse, a nutritionist and a health educator (shared with the Well-Woman Health Promotion Program). The PCHS collaborates with major New York medical teaching centers to provide advanced clinical training in college health to Adolescent Medicine Fellows.

After-Hour Care

At all times when the college is in session and during winter and spring breaks there is a Clinician-on-Call phone service nights and weekends for after-hours urgent medical advice. The PCHS closes during winter, spring, and summer breaks. During these breaks, Barnard students may use the Health Services at Columbia, for urgent care only, for a $95 per-visit fee. If students carry the school health insurance program, they will be reimbursed for the visit. If they carry their family's insurance plan, they will need to check with their carrier about being reimbursed.
Fees
There is no per-visit charge at the PCHS, and the number of visits is unlimited. Medications are available for discounted fees from our on-site dispensary.

Health Insurance
All enrolled students at Barnard must carry health insurance while they are a student at the College. Students have two options: They can either carry the school’s insurance plan, implemented by Aetna, or waive out of the student health insurance plan with their family’s insurance plan. The waive-out period is during the summer only and must be approved. All outside insurance plans must be ACA compliant. Students should carry their insurance cards with them at all times.

For additional information about services provided and the Student Insurance Plan, students are encouraged to visit the Health Services website (https://barnard.edu/health).

Rape Crisis / Anti-Violence Support Center (RC/AVSC)
The Barnard Columbia Rape Crisis / Anti-Violence Support Center (RC/AVSC) is a joint program of Barnard College and Columbia University’s Sexual Violence Response (SVR), a department of CU Health Services. The RC/AVSC is staffed by a professional and graduate staff, and professional advisors from Columbia University and Barnard College.

Programs offered by the RC/AVSC include peer-counseling and advocacy for survivors and co-survivors; referrals for a variety of on- or off-campus services; and workshops which aim to educate students, administrators, and faculty about the dynamics and effects of sexual relationship violence.

Rosemary Furman Counseling Center
The Rosemary Furman Counseling Center, accredited by the Accreditation Association for Ambulatory Health Care, provides short-term counseling, medication evaluations, referral services, and crisis intervention services for all registered Barnard students. They see students with a full range of problems, from adjustment issues to mental health disorders.

Staff
The clinical staff consists of psychologists, social workers, psychiatrists, and psychology and social work graduate students who are in training.

After-Hours Care
During the nine months of the school year, an After Hours Psychological Emergency Line provides emergency assistance on nights and weekends.

Referrals
Because the clinic offers only short-term treatment, all students requiring long-term psychotherapy will be assisted in finding a therapist in the city. All students on psychiatric medication will also be referred out to psychiatrists in the area.

Mental Health Insurance
All registered Barnard students are required to have health insurance which includes mental health benefits for in-patient and out-patient treatment. The student insurance may be waived if the family policy meets these requirements.

Well-Woman Health Promotion
Well-Woman promotes the health and wellness of Barnard students through peer education, educational programming, individual health behavior consultation, campus-wide health campaigns, community outreach, and advocacy. We are a resource for students to learn about their physical, sexual, mental, and spiritual health, and we work to support women’s individual self-care and the health of the community. We also educate students about how to find and use health resources at Barnard and in the community.

Well-Woman peer educators are student volunteers who are trained to present workshops and campus events on sexual health, nutrition, fitness, body image, sexually transmitted infections, contraception, stress management, sleep, healthy relationships, and communication (and more), in residence halls, to clubs and organizations, and to teens in the surrounding community. Peer educators present education sessions to students having their first-ever GYN exam, and are available to answer student questions during evening office hours.

Student Life
The area of Student Life embraces the educational mission of Barnard College as an independent liberal arts college for women in New York City. The Student Life team strives to engage each student in advising, programming, and community development using a student-centered approach. Our mission is to connect our community through dialogue, co-curricular experiences, and student engagement on every level. We promote active and involved citizenship through identity and leadership development and aim to educate and prepare students for success in an increasingly inter-connected global society.

The offices that make up the area of Student Life are: Diversity Initiatives, Glicker-Milstein Theatre, Leadership Development and Orientation and Activities.

Diversity Initiatives
The mission of Diversity Initiatives (ODI) is to promote and support a campus community that embraces its pluralistic identity. We seek to enhance the social and academic experiences of Barnard students by encouraging and empowering them to explore complex issues of social diversity.

Glicker-Milstein Theatre
The Glicker-Milstein Theatre functions as an artistic performance space and creative outlet that provides priority to the Barnard College Theatre Department, SGA recognized organizations as well as other academic departments. The GMT will facilitate the mission of Barnard College and Student Life by presenting enrichment opportunities through performances open to the student body and the College community. The Theatre Coordinator of Student Life is responsible for all facets of scheduling and programming in the GMT year-round. In addition, the TC is to act as advisor to all recognized student performance groups scheduled to use the GMT.

Leadership Development
The Leadership Development office recognizes that leadership occurs in many settings. With this in mind, the staff is dedicated to identifying, reinforcing, and cultivating the skills that Barnard students need in order to be effective leaders on campus, in New York City, and throughout the world. We seek to accomplish this through signature initiatives which include the Emerging Leaders Program, Leadership Lunches, and the F.U.E.L. workshops, as well as many programs.
in collaboration with other departments on campus. The office’s holistic approach embraces the potential of co-curricular leadership development which creates well-rounded students who are ready to be progressive members of society.

Orientation and Activities
Orientation and Activities is an office that focuses on various co-curricular aspects of Barnard College. The office coordinates both fall and spring New Student Orientation Programs that welcome and introduce first-year, transfer, visiting and international students to the College. Building community is another essential part of this area which is primarily done through programming. On and off-campus programs are offered as ways of building relationships and gaining a sense of belonging at Barnard.

Commuter Services
The Student Life Office supports the cultural, educational, and social programs designed to enrich commuter life. The Skip Stop Commuter Student Organization sponsors events and services for all commuter students. The commuter lounge is located on the first floor of the Diana Center. Additionally, the Office of Residential Life provides information on off-campus living.

Student Records and Information
The Family Educational Rights and Privacy Act (http://www.ed.gov/policy/gen/guid/fpco/ferpa) of 1974 stipulates that students may have access to their official files and that no transcripts may be issued without their written request. A further explanation may be found in the College Calendar and Student Handbook.

Also in accordance with the Buckley Amendment, Barnard has the right to make public, at its discretion and without prior authorization from the student, the following information: name; class; home or college address and telephone number; e-mail address; major field; date and place of birth; dates of attendance at Barnard; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors and awards received; and previous school most recently attended. The law also gives students the right to place limitations on the release of this information. A student who wishes to do so must file a special form with the Registrar, 107 Milbank, each year by September 15. In practice, the College does not indiscriminately release information about individual students.

Public Safety
The Barnard Public Safety Department is located just opposite the Main Gate at 117th Street and Broadway, in Barnard Hall, Room 104. It is open 24 hours a day, seven days a week, including holidays. Security guards are College employees who are unarmed and do not have law enforcement status. They are, however, licensed by the State of New York as proprietary officers of the College authorized to maintain order on campus grounds.

The safety and well being of students, faculty, staff, and guests have always been of paramount importance at Barnard. Located on Morningside Heights in Manhattan, we are a community within our neighboring communities: Columbia University and New York City. Separate from them in some ways, but very much a part of them, we have many mutual interests, including that of crime prevention. For more information please visit the Barnard Public Safety website.

Crime Statistics
In compliance with New York State Education Law Article 129-A, crime statistics for the Barnard College campus for the last three calendar years are filed annually with the United States Department of Education (http://www.ed.gov) and are available for review on their website (http://ope.ed.gov/security) and on the Barnard College website. In addition, the Advisory Committee on Campus Security will provide, upon request, all campus crime statistics as reported to the United States Department of Education. Requests can be made by contacting the Director of Public Safety at 854-3362.

Curriculum
A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

Requirements for the Liberal Arts Degree
The Nine Ways of Knowing curriculum applies to students who entered Barnard before Fall 2016; Barnard’s new curriculum, Foundations, applies to students entering in or after Fall 2016.

Barnard’s motto, Following the Way of Reason (Hepomene toi logismoi), signals the College’s continuing commitment to the intellectual breadth and analytical depth of the liberal arts tradition. Since the College’s founding in 1889, a Barnard education has been characterized by its distinctive combination of elements: a rigorous, broadly based framework of general education requirements; a focused inquiry into major subjects; and a range of electives. Together these elements allow for substantial personal choice. The exact structure of College requirements has varied over the past century in response to changes in society, education, and student needs. Today, degree candidates complete first-year courses, general education courses organized around different “ways of knowing” or “modes of thinking,” a major, and electives, totaling 122 points (120 points for students entering before Autumn 2003). They also fulfill a physical education requirement reflecting the College’s view that physical well-being is an essential part of a healthy and productive life. (Of the 122 required points, 1 must be for PE. Transfer students who enter with 24 points of credit need 121 points, of which 1 is for PE.)

The Barnard Education
A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

The Barnard curriculum enables students to develop strength in language and literature, in social and historical analysis, in mathematics and the natural sciences, in the arts and the humanities,
and in digital and technological thinking—distinct areas of study that incorporate but also transcend traditional academic disciplines. Built around major methods for apprehending the world and organizing knowledge, the College’s basic requirements are designed to equip students to respond both critically and creatively to a rapidly changing world. Barnard students learn to employ a variety of analytical methods in order to engage new complexities of social evolution and scientific knowledge. The College dedicates itself to imparting to every student self-renewing intellectual resourcefulness, the mark of a liberal arts education.

The College faculty encourages each student to elect courses in a manner that ensures exposure to distinct forms and traditions of knowledge and to the human experience as lived in various parts of the world. Each student is encouraged to make selections that develop connections among the elements of the curriculum, that promote understanding of global issues, and that acknowledge both the diversity and the commonality of human endeavors in civilizations around the world and through time.

As a college for women, Barnard embraces its responsibility to address issues of gender in all their complexity and urgency, and is committed to an integrated curriculum that recognizes the importance of gender in all forms of human endeavor. The College encourages students to profit from the exceptional and varied opportunities to explore women’s histories, challenges, and achievements. Gender-related matters are incorporated into a wide range of additional courses across the academic disciplines.

Barnard also encourages students to take full advantage of the world city of New York—its international character and economic power; its prominence in science, medicine, and the arts; its cultural abundance; its diverse neighborhoods and peoples; its architectural richness. In their studies, their work, and their personal lives, Barnard students can avail themselves of the city’s unparalleled resources. As an extended campus, New York serves not only as a multidisciplinary research laboratory for coursework and guided field experiences, but also as the site for a vast array of internships and wide-ranging, city based student activities.

Barnard seeks to ensure that students become aware of, and knowledgeable about, their physical being. Students complete courses that focus on physical activity, fitness, and well-being. The College also provides additional opportunities for students to exercise and to learn more about fundamental elements of good health and women’s health issues.

**Majors and Electives**

Departments and programs establish majors to provide a structured, focused investigation of an academic discipline or area of interdisciplinary study. Often a major will require courses taken in cognate disciplines. Generally, there are three levels of study within each major: introductory survey courses; mid-level courses that cover more specialized subject matter and where attention is paid to the methodologies, including the writing styles and formats, of the discipline; and advanced-level seminars with an emphasis on independent research. The College has a long-standing commitment to preparing students sufficiently in a subject so that they may undertake a semester- or year-long project, usually during the senior year, on a topic related to their major.

All students complete the requirements of an approved major. Majors vary in the number of credits required. For students transferring credit from another college or university, a minimum of six semester courses must be completed while the student is in residence at Barnard. Only courses graded C– or higher will be credited toward the major.

A student registers her chosen major with the Office of the Registrar and with her major department or program, normally in the second term of her sophomore year. The major may be chosen from any listed in the Barnard Catalogue. A student may major in two fields by satisfying all the major requirements prescribed by each department, with no overlapping courses. A combined or special major may be designed in consultation with the Class Dean and chairs of the appropriate departments, and with the approval of the Committee on Programs and Academic Standing. Committee approval is not needed for a double major that comprises all the course requirements of two majors with one integrating senior project, but the form designated for such a double major must be filed with the Registrar and the two departments.

Apart from fulfilling general education requirements and major requirements, a student completes the remainder of the 122-point requirement with elective courses, either within or outside the major department, subject to the approval of the appropriate adviser.

No more than 18 points of studio, performing arts, or professional school courses may be credited toward the A.B. degree. Of these, a maximum of four arts studio courses may be credited. A maximum of six courses in instrumental instruction may be credited (except for Music majors and minors, who may receive credit for eight, including piano instruction). A maximum of six studio courses in Theatre may be credited (except for Theatre majors who may receive credit for 24 points of studio).

One-point dance technique courses taken by non-dance majors for credit are also included in the existing 18-point maximum which may be credited toward the degree. A maximum of six courses in dance technique may be credited (except for Dance majors).

Exceptions to this rule are allowed only for courses in the major field or for courses taken in fulfillment of requirements for double and joint degree programs with professional schools of the University. A maximum of 24 points may be credited for studio or performance courses in the major field. A minimum of 90 points of traditional liberal arts courses is required for the student who majors in such a field; for all other majors, a minimum of 102 points of such courses is required.

**Minors**

The selection of a minor field of study is optional. A minor requires at least five courses (three of which must be qualifying Barnard or Columbia courses), each worth 3 or more points, and may be requested by any student having a major after she has completed a minimum of three courses in the minor field. Requirements depend on the minor chosen (see individual department curriculum statements); courses are selected in consultation with the department chair. Courses for the major and minor may not overlap (except by petition from the minor department’s chair, in cases where the minor requires more than 18 points, the major requires more than 40 points, the overlapping courses are required for both major and minor, and the request is for no more than two overlapping courses). Minor courses may also be used in satisfaction of general education requirements. To qualify for the minor, a course must be letter-graded A+ to C-.
Foundations

Barnard’s new curriculum, Foundations, applies to students entering in or after Fall 2016.

Courses may be designated as fulfilling more than one requirement, subject to recommendation by the Committee on Instruction and Faculty approval. However, a course cannot be counted in more than two categories (Distributional Requirements, Modes of Thinking, and Major Requirements).

I. First-Year Experience
   - First-Year Writing
   - First-Year Seminar

II. Physical Education (1 Course)

III. Distributional Requirements
   - 2 Courses in the Languages (must be in the same language)
   - 2 Courses in the Arts/Humanities
   - 2 Courses in the Social Sciences
   - 2 Courses in the Sciences (1 with a Laboratory)

IV. Modes of Thinking
   - 1 Course in Thinking Locally—New York City
   - 1 Course in Thinking through Global Inquiry
   - 1 Course in Thinking about Social Difference
   - 1 Course in Thinking with Historical Perspective
   - 1 Course in Thinking Quantitatively and Empirically
   - 1 Course in Thinking Technologically and Digitally

Modes of Thinking: Learning Outcome Guidelines

Courses fulfilling these requirements will demonstrate one of the following:

1. A dominant and unifying theme in the course that corresponds to the description of the Mode(s) of Thinking
2. Close matching between the learning objectives for the GER requirement and learning objectives for the course
3. A significant portion of written assignments, projects, or exams focused on the Mode(s) of Thinking
4. A majority of the readings focused on the Mode(s) of Thinking

All courses satisfying the General Education Requirements must be at least 3-point courses.

Thinking Locally—New York City

Requirement: One course that asks students to consider communities, places, and experiences beyond their immediate location.

Aim: This requirement encourages students to situate themselves in a local context. In this respect, New York is not just the backdrop of their undergraduate experience, but is equally a rich and diverse object of study in its own right. New York is both a wholly distinctive metropolis and a microcosm of contemporary world experience. The requirement can be met through the study of many topics, from the literature of the Harlem Renaissance to the ecosystems of the Hudson River, from the history of urban planning to the architecture of the Gilded Age.

Students who complete a course satisfying the Thinking Locally requirement should be able to attain at least one of the following outcomes:

- Identify specific cultural, social, political, or economic institutions that have shaped the city over time
- Identify distinctive geological or environmental factors that characterize the region
- Describe the contexts and distinctive features of at least one author, genre, or tradition characteristic of New York City
- Situate art, architecture, literature, urban planning, or performance within the social or historical context of the city
- Explore theories of urban structure or form focusing on New York City as an exemplar

Thinking through Global Inquiry

Requirement: One course that asks students to consider communities, places, and experiences beyond their immediate location.

Aim: This requirement asks students to engage with topics across the disciplines that consider the dynamic global relationships among people, ideas, artifacts, or physical phenomena. The subjects or objects of inquiry will span multiple regions, nations, cultures, ethnicities, races, religions, histories, or art forms. This requirement will encourage students to expand their perspectives on the world and their place in it, while complementing the Thinking Locally—New York City mode to highlight the ways in which global engagement involves a consideration of the local, as well as the global.

Students who complete a course satisfying the Thinking through Global Inquiry requirement should be able to attain at least one of the following outcomes:

- Identify and analyze the ways in which a cultural, social, political, or economic event may have distinct effects in different locations
- Articulate the distinctions among “local” and “international” and “global” in the context of one or more systems—e.g., economic, judicial, literary, philosophical, scientific
- Identify and compare the value systems displayed in materials from multiple cultures
- Identify and critique personal and/or national cultural assumptions and behaviors in relation to those of others
- Identify and analyze the evidence of transnational, multicultural, or multilingual exchanges in materials from multiple cultures
- Utilize multilingualism to investigate the construction of, and interactions among, multiple cultures

Thinking about Social Difference

Requirement: One course through which students examine how difference is constituted, defined, lived, and challenged in cultural, social, historical, or regional contexts.

Aim: This requirement encourages students to engage with disparities of power and resources in all of their manifestations, including but not limited to access to economic or natural resources, political rights, social status, and cultural expression. Areas of study may include race, ethnicity, class, gender, sexuality, ability, nationality, or religion and their intersections within contemporary and historical experience.
Students who complete a course satisfying the Thinking about Social Difference requirement should be able to attain at least one of the following outcomes:

- Identify and critique ways that groups understand themselves to be different and how they mobilize difference in the pursuit of a range of ends
- Identify and analyze the intersectional nature of differences in cultural, social, national, or international contexts
- Identify and critique the modes in which such differences are expressed
- Identify and articulate the relations between categories of difference and the general principles of hierarchy and inequality

**Thinking with Historical Perspective**

**Requirement:** One course that enables students to study times and traditions of the past, to learn theories and methods of historical analysis, and to discover how different concepts of history shape our understanding of both past and present.

**Aim:** This requirement asks students to examine the ways in which historical context shapes and conditions the world in which we live; it also challenges them to see the past on its own terms -- as an unfamiliar locus of difference. By fulfilling this requirement, students will have a better understanding of the ways in which human experience is shaped by both temporal change and spatial variation.

Students who complete a course satisfying the Thinking with Historical Perspective requirement will be able to attain at least one of the following outcomes:

- Identify and analyze historically specific cultural, social, political, or economic, structures, and the dominant actors and ideas relevant to the period, region, or theme of the course
- Articulate significant commonalities and differences between structures and ideas specific to the period, region, or theme under study and those in the present
- Evaluate the methodology and evidence used by scholars to study the period, region, or theme of the course
- Examine literature, art or cultural forms in a historical context

**Thinking Quantitatively and Empirically**

**Requirement:** One course that exposes students to analysis with numbers, figures, data, and graphs, and to empirical and mathematical methods for better understanding of quantitative and empirical approaches to thinking and problem solving.

**Aim:** This requirement asks students to develop basic competence in the use of one or more mathematical, statistical, or deductive methods. These may involve applications to particular problems, as in the case of models or data analysis, but may also simply involve abstract reasoning as in pure mathematics or logic.

Students who complete a course satisfying the Thinking Quantitatively and Empirically requirement should be able to attain at least one of the following outcomes:

- Demonstrate an ability to apply at least one method of quantitative or deductive reasoning
- Apply quantitative or empirical conceptual tools and procedures to the analysis of problems
- Complete a project involving organizing, analyzing, and visualizing data

**Thinking Technologically and Digitally**

**Requirement:** One course that engages students with contemporary and emerging fields such as computational sciences and coding, digital arts and humanities, geographic information systems, or digital design.

**Aim:** This requirement emphasizes courses in which students actively engage with digital technologies manipulated with computers and accessed locally or at a distance. The requirement fosters students’ abilities to use advanced technologies for creative productions, scholarly projects, scientific analysis or experimentation. The requirement will instill in students the confidence to make decisions about the adoption and use of current and future technologies in a critical and creative manner.

Students who complete a course satisfying the Thinking Technologically and Digitally requirement should be able to attain at least one of the following outcomes:

- Demonstrate proficiency in writing computer code or in using technology to construct knowledge or produce creative or scholarly works
- Analyze the development, efficiency, or use of digital resources
- Use digital tools to critically, creatively, innovatively, or effectively gather, access, evaluate, and synthesize relevant materials
- Complete a project that demonstrates an understanding of technology concepts, systems, or operations

**Nine Ways of Knowing**

The Nine Ways of Knowing curriculum applies to students who entered Barnard before Fall 2016.

**First-Year Foundations**

Two courses are required of all first-year students to ensure that their skills in reading, writing, and speaking continue to develop in ways that will support their learning throughout their years at Barnard. First-Year Foundation courses are deliberately kept small; they focus on individual participation and on methods of research, analysis, and revision.

**First-Year English**

Barnard's liberal arts philosophy takes as its starting point the idea that every student, whatever her level of academic achievement, can continue to improve her skills in writing, analysis, and argumentation. Therefore, all first-year students are required to take a one-semester writing course titled First-Year English (ENGL BC1201 First-Year English: Reinventing Literary History or ENGL BC1204 First-Year English: Reinventing Literary History (Workshop)), designed to cultivate and develop expository writing and related tools of scholarship. Students choose to study one of three rubrics: I. Legacy of the Mediterranean features a curriculum of classic texts representing key intellectual moments that have shaped Western culture; II. Women and Culture features a more global curriculum exploring the role of women in literature and culture; or III. The Americas features a curriculum of texts that exemplifies the dynamic relationship between North, South, and Central American literatures. All three literary traditions are
Transfer students who did not pass a satisfactory course at their previous institution are not required to take ENGL BC1201, but must take ENGL BC3103 The Art of the Essay or ENGL BC3104 The Art of the Essay or a 3-point literature course from the Barnard English department offerings (http://english.barnard.edu/course-information).

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Analyze the thematic structure of literary works through close reading
- Translate critical reading into elegant and persuasive expository writing
- Conduct interdisciplinary research to ground literary works in historical context
- Document sources and incorporate scholarship into original analytical arguments
- Avoid plagiarism and other academic violations of Barnard’s Honor Code
- Develop a sense of literary history
- Gain confidence in speaking as well as writing skills in a small seminar setting
- Appreciate the value of incisive writing in courses across the curriculum

First-Year Seminar

First-year students take this one-semester course designed to develop the intellectual skills and styles central to subsequent academic work. This course emphasizes the enhancement of writing and communication skills and the group-discussion mode of intellectual inquiry and discourse.

Seminars center on major themes or issues, and participants read and discuss selected important philosophical, historical, literary, or scientific texts. Students and faculty engage in an extended consideration of a theme of general human concern, one that goes beyond departmental boundaries.

Transfer students are not required to take the First-Year Seminar.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Develop their skills in critical reading and analysis, writing, and effective speaking
- Assess and use textual evidence in support of oral and written arguments
- Explore important issues through significant texts ranging across genres, disciplines, and historical periods

Physical Education and Health

Degree Requirement: One Physical Education course is required for graduation. This course must be completed by the end of the first year. One point will be earned for this one course. One additional point of Physical Education may be counted towards the 122 points required for graduation. Transfer students must consult their transfer credit evaluation to see if a Physical Education class is needed.
1a. Ethics and Values (for current students)

Requirement: One course on the nature and demands of ethical reasoning and the ways in which individuals and communities articulate and embody their values both in reasoning and in practice. These courses recognize that contemporary and historical moral problems are often complex and unresolved.

Aim: In courses that satisfy this requirement, students consider attitudes, judgments, and choices of individuals and cultures concerning what is good and bad, right and wrong, just and unjust. How do larger social, religious, and ethnic contexts shape evaluative attitudes, decisions, and actions? How do we study ethical reason and practice within a complex and diverse global context? Are moral attitudes rooted in reason or emotion, or both? How may values be formed through narrative, ritual, and a range of other activities? What is the extent of moral agreement and disagreement across and within cultures and historical periods? Are deep conflicts of value susceptible to rational reflection and critical discussion? Courses on the history and politics of human rights, moral philosophy, religion, or the ethics of bioengineering fall under this rubric, but so might courses exploring post-liberal politics, environmentalism and animal rights, race, gender, and global equity.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Explain how individuals or cultures arrive at judgments, expressions, or embodiments of their deeply held commitments
- Engage in debate and discussion of moral reasoning and ethical practice in different cultures and historical periods
- Discuss how differences in deeply held convictions emerge across cultures and historical periods
- Investigate how social, religious, and ethnic customs and ideas shape the moral attitudes and actions of individuals and groups
- Demonstrate a critical understanding of the complexity of moral questions and values

1b. Reason and Value (for students entering before Fall 2011)

Requirement: One course that allows students to explore ways in which values shape thought, thought shapes values, and both guide human actions.

Aim: To introduce ways of thinking, both past and present, about the formation of human values, their role in guiding action, and their susceptibility to rational reflection and critical discussion. This requirement allows students to discover how established disciplines in the humanities, social sciences, and natural sciences—as well as newer interdisciplinary fields—approach a wide range of value-related issues. Courses may address such questions as: What does it mean to follow “the way of reason”? What are the sources of human values? How do we arrive at our conceptions of virtue and obligation, and how do such conceptions shape our notions of a good life and a just society? How have questions about values emerged in different traditions at different times? Other possible subjects include the intersecting ethical dilemmas of private and public life, the relation between moral thought and moral action, and issues of human rights, cultural diversity, and global equity.

2a. Social Analysis (for current students)

Requirement: One course that prepares students to analyze societies and social categories using systematic theoretical and empirical inquiry. These courses must critically and constructively evaluate social structures and practices.

Aim: Social analysis investigates and explains the form and function of social institutions, including the categories on which they are based, their formal and informal operations, and their effects. It is especially concerned with how institutions vary across time and place, how they are shaped by individual and group behaviors, and how power is distributed across different groups. Students will study individuals, groups, or institutions, or the relations among them. They will engage empirical evidence from a variety of sources, such as interviews, oral histories, cultural artifacts, surveys, field observation, experiments, texts and official records. They will learn strategies to make sense of these data such as causal reasoning, hypotheses testing, and critical analyses of the meanings and measures of empirical categories. Fundamentally, social analysis questions “what is” and contemplates what could or should be.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Apply the methods of research and inquiry of a discipline to the study of human behavior in a social setting/context
- Evaluate the usefulness of evidence for assessing any specific phenomenon and to question the nature of the evidence
- Demonstrate a critical understanding about the social forces that shape opportunity and power in society
- Demonstrate a critical understanding of the interplay between individual action and collective social life
- Identify how scholarships in the discipline have approached social problems and influenced organized efforts to ameliorate social problems

2b. Social Analysis (for students entering before Fall 2011)

Requirement: One course that acquaints students with the central concepts and methods of the social sciences, while also critically examining social structures and processes, and the roles of groups and individuals within them.

Aim: To introduce various ways of analyzing social structures and processes, and to explore how these institutions and processes both shape and are shaped by group and individual behavior. Courses will focus on a variety of institutions and processes, from the family, to the nation-state, to the international economy. All courses will address fundamental questions such as: How are individual and collective human behavior linked to the cultural, economic, and political context in which they occur? How is power distributed across different groups and among individuals? How do social systems develop and change? How can we come to better understand societal dynamics through a variety of quantitative and qualitative methods?

3. Historical Studies

Requirement: One course enabling students to study times and traditions of the past, to learn theories and methods of historical analysis, and to discover how different concepts of history shape our understanding of both past and present.
Aim: To emphasize the importance of historical knowledge for understanding various aspects of human experience and activity, and to develop the skills necessary to conduct or evaluate historical research. Coursework will demonstrate how history is not a simple record of past events, but an interpretation of the past shaped by the theories, methods, and data used to construct it. Among the questions to be raised are: Whose past is remembered? How is it remembered? To serve what purposes?

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Identify the historically specific social, political, and economic structures and agencies, as well as dominant ideas, relevant to the period or theme of the course
- Identify the main historiographical traditions pertaining to the period or theme of the course
- Evaluate the methodology and evidence used by historians to study the period or theme of the course

4. Cultures in Comparison

Requirement: One course that compares two or more cultures from the perspectives of the humanities and/or social sciences.

Aim: To study the diversity and the commonality of human experience, and to examine question personal cultural assumptions and values in relation to others'. Through comparative methods, courses will explore the beliefs, ideologies, and practices of different peoples in different parts of the world, across time, and through migrations. Courses may include comparison of cultures from two or more geographical areas or from two or more cultures within one area, and may approach the subject matter using anthropological, historical, social, and/or humanistic perspectives.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Identify the differences and commonalities between two or more cultures
- Apply the methods of research and inquiry of a discipline to the comparative study of cultures
- Demonstrate a critical understanding of their personal assumptions and values in relation to at least one other culture

5. Laboratory Science

Requirement: Two courses with laboratory in one science chosen from among: astronomy, biology, chemistry, environmental science, physics, or psychology. Acceptable courses must meet for at least three hours of lecture and three hours of laboratory each week. Note: students may combine a course in Physics with an appropriate course in Astronomy.

Aim: To develop intellectual curiosity about the natural world and the processes of scientific experimentation; to convey an understanding of what is known or can be known about the natural world; to introduce basic methods of analyzing and synthesizing the sources of scientific information; and to create scientifically literate citizens who can engage productively in problem solving. Students are expected to master the tools of science and current understanding in one area, and are encouraged to explore the limitations of existing theories and to learn how to ask strategic questions. Laboratory exercises introduce students to techniques of scientific investigation as they make observations, carry out experimental procedures, and learn how results and analyses are communicated in specific visual, quantitative, and written forms.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Ask questions about the natural world that can be tested by experiments or observations
- Analyze and synthesize sources of scientific information to assess what is known, or what can be known, about the natural world
- Practice discipline-appropriate methods of scientific observation, experimentation, data collection, interpretation, and analysis
- Communicate scientific results and analyses in appropriate visual, quantitative, or written forms

Note: Students may fulfill part of this requirement with scores of 4 or 5 on Advanced Placement Examinations in biology, environmental science, and physics (or their International Baccalaureate equivalents).

The following courses meet these requirements.

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<th>Code</th>
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<td>ASTR BC1753</td>
<td>Life in the Universe</td>
<td>6</td>
</tr>
<tr>
<td>ASTR BC1754</td>
<td>and Stars, Galaxies, and Cosmology</td>
<td></td>
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<tr>
<td>ASTR C1903</td>
<td>Earth, Moon, and Planets Laboratory</td>
<td></td>
</tr>
<tr>
<td>ASTR C1904</td>
<td>and Astronomy Lab 2</td>
<td></td>
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<tr>
<td>Sequence B:</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>ASTR C1403</td>
<td>Earth, Moon, and Planets (lecture)</td>
<td></td>
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<tr>
<td>ASTR C1404</td>
<td>and Stars, Galaxies, and Cosmology</td>
<td></td>
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<tr>
<td>ASTR C1903</td>
<td>Earth, Moon, and Planets Laboratory</td>
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<tr>
<td>ASTR C1904</td>
<td>and Astronomy Lab 2</td>
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<tr>
<td>Sequence C:</td>
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<tr>
<td>ASTR W1453</td>
<td>and Stars, Galaxies, and Cosmology</td>
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<tr>
<td>ASTR C1404</td>
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<tr>
<td>ASTR C1903</td>
<td>Earth, Moon, and Planets Laboratory</td>
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<tr>
<td>ASTR C1904</td>
<td>and Astronomy Lab 2</td>
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<tr>
<td>The following combinations can be used for one semester of the requirement:</td>
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<tr>
<td>ASTR UN1610</td>
<td>Theories of the Universe: From Babylon to the</td>
<td></td>
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<tr>
<td>ASTR C1903</td>
<td>Big Bang and Earth, Moon, and Planets Laboratory</td>
<td></td>
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<tr>
<td>ASTR C1420</td>
<td>Galaxies and Cosmology</td>
<td></td>
</tr>
<tr>
<td>ASTR C1904</td>
<td>and Astronomy Lab 2</td>
<td></td>
</tr>
<tr>
<td>ASTR C1836</td>
<td>Stars and Atoms</td>
<td></td>
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<tr>
<td>ASTR C1904</td>
<td>and Astronomy Lab 2</td>
<td></td>
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<tr>
<td>Biology</td>
<td></td>
<td></td>
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<tr>
<td>Select one of the following sequences:</td>
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<tr>
<td>Sequence A:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>BIOL BC1001</td>
<td>Revolutionary Concepts in Biology</td>
<td></td>
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<tr>
<td>BIOL BC1002</td>
<td>and Global Health and Ecology</td>
<td></td>
</tr>
<tr>
<td>Sequence B:</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>BIOL BC1500</td>
<td>Introduction to Organismal and Evolutionary</td>
<td></td>
</tr>
<tr>
<td>BIOL BC1501</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL BC1502</td>
<td>Introductory Lab in Organismal and Evolutionary</td>
<td></td>
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<tr>
<td>BIOL BC1502</td>
<td>and Evolutionary Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL BC1502</td>
<td>Introduction to Cell and Molecular Biology</td>
<td></td>
</tr>
</tbody>
</table>
BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Chemistry

Select one of the following sequences:

Sequence A: (For students that entered prior to Fall 2014)
- CHEM BC2001 General Chemistry I
- CHEM BC2002 and General Chemistry II

Sequence B:
- CHEM BC2001 General Chemistry I
- CHEM BC3230 and Organic Chemistry I
- CHEM BC3328 Introductory Organic Chemistry Laboratory

Sequence C:
- CHEM UN1403 General Chemistry I (Lecture)
- CHEM UN1404 and General Chemistry II (Lecture)
- CHEM BC3328 Introductory Organic Chemistry Laboratory

Environmental Science

Select two of the following:
- EESC BC1001 Environmental Science I
- EESC BC1002 Environmental Science II
- EESC W1001 Dinosaurs and the History of Life: Lectures and Lab
- EESC UN1011 Earth: Origin, Evolution, Processes, Future
- EESC V2100 Earth's Environmental Systems: Climate
- EESC V2200 Earth's Environmental Systems: Solid Earth
- EESC V2300/EEEB W2002 Earth's Environmental Systems: Life Systems

Students may also complete the lab science requirement by combining the Columbia SEE-U summer program with:
- EESC BC1002 Environmental Science II
- EESC UN1011 Earth: Origin, Evolution, Processes, Future
- EESC V2100 Earth's Environmental Systems: Climate
- EESC V2200 Earth's Environmental Systems: Solid Earth

Physics

Select one of the following sequences:

Sequence A:
- Select any two of the following:
  - PHYS BC2001 Physics I: Mechanics
  - PHYS BC2002 Physics II: Electricity and Magnetism
  - PHYS BC3001 Physics III: Classical Waves & Optics

Sequence B:
- Select one of the following lecture sequences:
  - PHYS UN1201 General Physics I
  - PHYS V1201 and General Physics II
  - PHYS UN1201 General Physics I
  - PHYS F1202 and

and the following lab sequence:

Biological Sciences

Select one of the following sequences:

Sequence A: (For students that entered prior to Fall 2014)
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence B:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence C:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence D:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence E:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence F:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence G:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence H:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence I:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence J:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence K:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence L:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence M:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence N:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence O:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence P:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence Q:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence R:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence S:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence T:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence U:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence V:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence W:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence X:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence Y:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

Sequence Z:
- BIOL BC1503 Introductory Lab in Cell and Molecular Biology

6. Quantitative and Deductive Reasoning

Requirement: One course in which students learn methods and approaches used in mathematics and related fields involving quantitative expression and logical reasoning.

Aim: To provide a productive acquaintance with at least one means of quantitative and deductive reasoning and to develop an ability to apply this knowledge to the analysis of new problems. Coursework will emphasize how quantitative analysis and deductive reasoning function as creative, elegant, and powerful ways of thinking and as effective sets of conceptual tools and procedures with widespread applications.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Demonstrate a familiarity with at least one method of quantitative or deductive reasoning
- Apply relevant conceptual tools and procedures to the analysis of problems

Note: Students may fulfill this requirement by securing Advanced Placement Credit in mathematics, chemistry, computer science, physics, or statistics (or their International Baccalaureate equivalents or equivalent transfer credit).
Aim: To provide basic linguistic competence in at least one language other than English, in order to familiarize students with the language, literature, and culture of at least one non-English speaking people. Students are encouraged to develop their language skills to a level that permits them to live and function in another country; to enable them to conduct research, whatever their field; and to prepare them to work effectively in an increasingly global and multicultural society. In becoming familiar with the form and structure of another language, students consider how languages function as tools for communication. Students are encouraged to apply their language skills in courses that fulfill other general education requirement areas.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

- Read, write, and translate a chosen language of study
- Communicate with speakers of the chosen language, if it is a spoken language
- Demonstrate familiarity with the culture(s) and customs associated with the language of study

Exemptions

1. CEEB SAT II score of 781 or higher (780 or higher in Chinese); CEEB SAT II score of 700 or higher in Hebrew only. No exemptions granted for CEEB SAT II scores in Japanese or Korean.
2. AP score of 4 or 5 in French, German, Italian, Latin or Spanish; AP score of 5 in Chinese.
3. Departmental examination.
4. Students with native English who study in a high school where the language of instruction is not English (e.g., French, for alumnae of the Lycée Français).
5. For international students for whom English was not the primary language of instruction in high school, satisfactory completion of ENGL BC1201 First-Year English: Reinventing Literary History or ENGL BC1204 First-Year English: Reinventing Literary History (Workshop) or one satisfactory semester at Barnard.

Placement

1. Re-centered CEEB SAT II score of 680–780, fourth semester; 570–679, third semester; 400–569, second semester; below 400, first semester, for German.
2. Re-centered CEEB SAT II score of 690–780, fourth semester; 570–689, third semester; 420–569, second semester; below 420, first semester, for French and Spanish.
3. For languages other than French, Spanish, and German, placement will be determined by departmentally administered examinations.
4. For transfer students: the course following the level of the last satisfactorily completed semester course; however, formal withdrawal and reenrollment in a more suitable course may be required for students who are judged by the department to be inappropriately placed and in need of additional preparation or review. In such a case, transfer credit for the previous course is rescinded to allow the student to receive credit for the Barnard/Columbia course of equivalent level. Taking the departmental placement exam is recommended.
5. By departmental examination, if there is no CEEB score or previous college transfer work.

Credit

1. Credit is given for courses satisfactorily completed in residence at Barnard or, in the case of a transfer, at her previous college.
2. No prior assurance of degree credit is given for summer or transfer work in foreign language courses. For work completed at other
colleges, credit is granted with departmental approval, or by examination, or on completion of the next level at Barnard.

3. No credit is granted for work equivalent to a level already completed and credited.

4. Although credit for the first semester of an elementary language is not normally granted unless a more advanced course is completed, a student is granted one exception maximum to this rule on written request to the Registrar.

8. Literature

Requirement: One course in literature in any language, in the original or in translation; or in comparative literature.

Aim: To develop the skills needed for an informed and aesthetically rewarding reading of literary texts from various times, places, and traditions. Coursework will address the methods and theories by which readers produce meanings and interpretations, and will investigate the pertinence of material such as the authors' biographies or their cultural contexts to literary analysis. Students will study rhetorical strategies employed in literature, becoming more adept at grasping the underlying assumptions and appeal of various forms of discourse.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

• Recognize a range of rhetorical strategies employed in literary texts and analyze their function
• Describe the contexts and distinctive features of at least one literary author, genre, or tradition

9. The Visual and Performing Arts

Requirement: One course in architecture, art history, studio art, graphic design, dance, music, film, or theatre.

Aim: To build an understanding and appreciation of creative processes and forms of artistic expression. Courses will provide insight into the ways art is used to explore and enrich the world and the human condition. The requirement will enable students to cultivate their skills, to develop an understanding of the ways various arts communicate and are discussed, and to consider works of art in their complex social and historical contexts.

Students who complete a course satisfying this requirement should be able to attain at least one of the following outcomes:

• Produce a work of art or a critical analysis of a work of art that demonstrates an understanding of formal characteristics including technique, style, medium or materials, and composition of design as applicable
• Situate the work in its social or historical context

Requirements for Transfer Students

A student admitted to Barnard with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree at Barnard, a transfer student must be enrolled at Barnard (Morningside Heights, Reid Hall, Kyoto, Beijing, or the Berlin Consortium) for at least four full-time regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Transfer students are eligible for general honors when both overall and Barnard averages meet the required academic standards.

Transfer Credit

Courses completed at other accredited colleges and universities which are similar in content and depth to Barnard courses may be submitted for transfer credit. Transfer courses are evaluated after a complete official transcript is received in the Office of the Registrar (http://barnard.edu/registrar). Students are asked to submit course descriptions with their requests for transfer credit to the Admissions Office.

Credit for approved work at another institution is applied to Barnard's graduation requirement with a maximum of 16 points per term. Credit is not granted for courses with grades lower than C minus. Acceptable transfer work does not usually include applied or professional courses or more than the equivalent of two Barnard studio courses. The first term of an elementary language course is not normally credited unless or until the second term or a more advanced course has been satisfactorily completed, but a student may request a single exception to this ruling.

Transfer students entering with 24 or more points must complete 121 points for the Barnard degree, and 1 of those points is for Physical Education (1 is both the minimum and the maximum). (Transfer students who entered before Fall 2013 must complete 120 points and do not receive credit for Physical Education.)

Transfer students may apply for credit for previous summer courses under the regulations governing summer study.

First-year students with a record of prior course work taken as non-matriculants at an accredited college in the United States may request up to 15 points of transfer credit (the courses must be intended primarily for college students and taught at the college by members of its faculty, and must be in excess of the courses required for the high school diploma). Such work will be evaluated after the student has completed 12 points at Barnard. Grades for this course work are included in the overall average.

Other Academic Opportunities

The Writing Center

In addition to their work in specific courses across the curriculum, Writing Fellows staff at the Erica Mann Jong '63 Writing Center (http://writing.barnard.edu/about) (second floor Barnard Hall). Any Barnard student is welcome to confer on a particular writing project or to discuss some broader aspect of her writing (e.g., how to articulate, organize, and structure thoughts, how to use evidence effectively, how to work on English as a second language). Students confer on chapters of their senior theses, drafts of papers for First-Year English, outlines or ideas for papers in upper-level courses, lab reports, personal statements for admission to law school, etc.

Writing Fellows Program

The Writing Fellows Program (http://writing.barnard.edu/ writing-fellows) offers students with strong writing, reading, and communication skills an opportunity to become peer tutors in writing. During their first semester in the program, students take a seminar and practicum in the teaching of writing (ENGL BC3101) The Writer's
Senior Scholar Program is submitted to the Committee on Honors for the senior year, the student should have completed all but the major requirements for the A.B. degree. Her written application for the Senior Scholar Program is submitted to the Committee on Honors for approval.

Writing-Intensive Courses Across the Disciplines

Students in these courses undertake at least two writing projects, each of which goes through at least two drafts. Writing Fellows read and confer with students on the first drafts of their papers, which students may then revise, handing in both first and second drafts to their instructors, who comment on and grade the revised drafts.

The departments of Anthropology, Architecture, Art History, Asian and Middle Eastern Cultures, Biology, Dance, Economics, Education, English, Environmental Science, French, History, Philosophy, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, Theatre, and Women’s Studies have offered writing-intensive courses. Both instructors and students report positive results. Students appreciate the help they get in revising drafts and experience significant gains in their writing skills. Instructors find that the revised papers they receive permit them to focus their comments on course content, rather than on the mechanics of writing.

Speaking Fellows Program

Students with exceptional public speaking skills and an interest in leading groups of their peers may apply for the Speaking Fellows Program. During their first semester in the program, students take a seminar and practicum in the theory and teaching of public speaking (ENGL BC3123 Rhetorical Choices: the Theory and Practice of Public Speaking), usually in the autumn term of their sophomore or junior year. As Speaking Fellows, they work with small groups of Barnard and Columbia undergraduates on the fundamentals of public speaking, team presentation-giving, negotiating, and other skills required for course assignments. The program approaches public speaking as a critical leadership ability and focuses on helping students know how to use rhetorical skills to have an impact on the world around them. Speaking Fellows receive a stipend and are asked to make a commitment of three semesters to the Program.

Senior Scholar Program

The Barnard Senior Scholar Program allows a qualified student to undertake a single project for the entire senior year, or for one semester of the senior year (normally the second). The Program is intended for a student who is unusually well prepared in an academic discipline or in one of the performing arts. It offers the special advantages of concentration on one project, designation as Senior Scholar on the permanent transcript, and the amendment of some major requirements. Senior Scholars are allowed credit for no more than 30 points for the project. In the past, Barnard Senior Scholars have gained approval for a wide range of proposals.

A qualified student interested in the Senior Scholar Program should consult the Senior Class Dean in the Dean of Studies Office, who is coordinator of the program, in her junior year. Before the beginning of the senior year, the student should have completed all but the major requirements for the A.B. degree. Her written application for the Senior Scholar Program is submitted to the Committee on Honors for approval.

Athena Center for Leadership Studies

Launched in September 2009, The Athena Center for Leadership Studies (http://athenacenter.barnard.edu/athenacenter) offers a range of academic courses that examine all aspects of women’s leadership from the distinctive perspective of the liberal arts. Using an innovative, interdisciplinary approach that combines rigorous academic and experiential study, the courses help Barnard women prepare to assume positions of leadership at the highest levels of achievement. By focusing primarily on the social sciences, students have an opportunity to explore how women lead and whether gender affects leadership styles and strategies. The Center also sponsors lectures, mentoring and leadership opportunities, and the Athena Leadership Lab, which offers a wide range of workshops designed to teach practical elements of leadership to students, alumnae, and other leaders in New York.

Office of the Dean of Studies

Opportunity Programs

The Opportunity Programs’ staff in the Office of the Dean of Studies is committed to providing opportunities that will enrich and complement the intellectual life of all students, with a particular focus on students of color, first-generation and low-income students. The staff works in collaboration with various College offices to engage students in rigorous academic experiences while providing the support needed to meet academic challenges and to “discover their own capabilities.”

Arthur O. Eve Higher Education Opportunity Program

The Arthur O. Eve Higher Education Opportunity Program (HEOP) is an academic support and financial assistance program for undergraduate New York State residents who meet New York State economic and education guidelines. HEOP provides academic tutoring, as well as individual counseling, workshops, study groups, and mentorship. All incoming HEOP students participate in an intensive residential summer academic program which includes instruction in English, mathematics, science, research, and public speaking skills.

Collegiate Science and Technology Entry Program

The Collegiate Science and Technology Entry Program (CSTEP) is a New York State Department of Education initiative designed to provide services to students from under-represented populations or economically disadvantaged backgrounds who are seeking careers in the sciences, mathematics and technological fields, and the licensed professions.

During the academic year, Barnard CSTEP provides academic counseling, academic and career development workshops, tutorial support, financial assistance for standardized test preparation and graduate/professional school admissions, and support for research experiences in STEM-content areas. CSTEP’s summer component introduces a selected cohort of incoming first-year Barnard students to academic enrichment in math and science gateway courses, writing, and graduate school/professional school/career advising tours.

Spelman Exchange Programs

Barnard offers students the opportunity to participate in a domestic exchange program, for a semester or a year, with the historically black institution: Spelman College. This exchange has aided in forming an alliance as a means of providing students with a truly enriching and intellectually stimulating experience. Barnard students in the Spelman exchange program may register for classes at any of the institutions within the Atlanta University Center: Clark Atlanta
University, Morehouse College, Morehouse School of Medicine, the Interdenominational Theological Center, as well as Spelman. Barnard students studying at Spelman pay Spelman’s rates for tuition, fees, room, and board to Barnard.

Applications for programs may be obtained from the Dean of Studies Office.

**Study Abroad** ([http://barnard.edu/studyabroad](http://barnard.edu/studyabroad))

Several options for study abroad are available to academically-qualified Barnard students. The Faculty has set the following guidelines for eligibility. By the time they plan to study abroad, students should:

1. have two years or the equivalent at the college-level of the language of the host country (this includes AP test scores, language proficiency exam or courses taken at another college or university), provided the language is offered at Barnard or Columbia, OR have completed one year or the equivalent at the college-level of the language of the host country and enroll in a program with a home stay or an intensive language practicum at the start of the semester. For students studying the sciences or mathematics abroad, language requirements vary slightly. When the language is not offered at Barnard or Columbia, students should have some knowledge of the language of the host country;

2. have no outstanding incompletes;

3. be in good academic standing;

4. have worked out, in consultation with the major advisor and Dean for Study Abroad, a plan for the completion of all major and general education requirements for graduation.

The educational interests of each applicant are of primary concern in acting on a student’s request to study abroad for degree credit. Interested students should begin the process of applying to study abroad by consulting the Dean for Study Abroad Advising in the Provost’s Office no later than the first semester of the sophomore year. A student must obtain her approval for the program in which she wishes to enroll, as well as the approval of her academic adviser. She must obtain approval for courses to be taken abroad. Students pay Barnard tuition and an off-campus comprehensive fee for the period of study abroad. All other costs (housing, meals, other fees, etc.) are payable directly to the other institution at their own rate.

Barnard approves programs of study throughout the world. Some programs—in partnership with Barnard—require nomination by the College, e.g., Colleges at Oxford University.

Barnard students may apply to all overseas programs administered by Columbia University. These include programs in Paris, France; Berlin, Germany; Kyoto, Japan; and Beijing, China as well as summer programs.

In addition to the programs that Barnard oversees with Columbia, study through the programs of many other U.S. colleges and universities has been approved for Barnard credit. Please visit the Study Abroad website, which includes a list of all approved programs. Course credit for courses taken at institutions abroad other than the Barnard-Columbia programs is treated as transfer credit.

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**Study at Jewish Theological Seminary**

The Jewish Theological Seminary of America ([http://www.jtsa.edu](http://www.jtsa.edu)) (JTS), located two blocks from the Barnard campus, offers opportunities to Barnard students for specialized study under a cooperative arrangement. Students may enroll in courses at the Seminary under either of two options:

1. individual courses;
2. a double-degree program.

A student wishing to study at the Seminary should consult her adviser and obtain the written permission of the chair of her major department. Courses taken at the Jewish Theological Seminary are evaluated as transfer credit. Students who wish to obtain simultaneously the degree of Bachelor of Arts from Barnard and Bachelor of Hebrew Literature from the Seminary must consult the appropriate dean in the Dean of Studies Office at Barnard and at the Seminary’s List College and must be admitted separately to each institution.

Barnard students who are enrolled in the Double Degree Program may request housing at the Seminary. Double-degree students who enroll in the Seminary College will be subject to both Barnard and Seminary tuition charges and pay their student accounts separately to each institution. Students taking JTS courses pay the Seminary directly for those courses at the JTS rate.

**Study at the Juilliard School**

The Juilliard School ([http://www.juilliard.edu](http://www.juilliard.edu)) at Lincoln Center offers opportunities to Barnard students for individual courses in music. For a five-year program leading to the Barnard A.B. and the Juilliard M.M., rigorous auditions are required for which early application must be made. Students interested in these options may obtain further information and audition dates by consulting Dr. Gail Archer, Coordinator of the Barnard Music Program (319 Milbank), at the time of admission to Barnard or as early as possible. Students enrolled at Barnard taking music lessons at Juilliard pay tuition only to Barnard. Students admitted to the Juilliard M.F.A. program pay tuition to Barnard for courses taken at Barnard and to Juilliard for courses taken at Juilliard.

**Study at the Manhattan School of Music**

The Manhattan School of Music ([http://www.msmnyc.edu](http://www.msmnyc.edu)) is located one block to the north of the Barnard campus. Under a cooperative program of cross-registration, musically qualified Barnard students who pass required auditions have the opportunity to enroll in six semesters of private instrumental lessons at the Manhattan School, subject to the regulations specified in the application form available at the Office of the Registrar. Majors and minors in Music may take eight semesters of lessons. Students must complete a Barnard approval form each semester before receiving permission to enroll at the Manhattan School. Students pay Barnard tuition.

**Study at Teachers College**

Permission is needed to take a course at Teachers College ([http://www.tc.columbia.edu](http://www.tc.columbia.edu)). Students should obtain an application from the Office of the Registrar, obtain course approval from the Dean of Studies, and return the completed form to the Office of the Registrar. Teachers College courses require the payment of additional tuition at the Teachers College rate over and above Barnard tuition.
Joint Degree Intrauniversity Programs

Barnard offers double and joint degrees in coordination with other schools in the University system, including the School of International and Public Affairs (http://www.sipa.columbia.edu) (SIPA), the Fu Foundation School of Engineering and Applied Science (http://www.engineering.columbia.edu) (SEAS), the School of Law (http://www.law.columbia.edu), and the School of Dental and Oral Surgery (http://dental.columbia.edu). Details on specific programs are given below.

School of International and Public Affairs: International Affairs and Public Administration

Barnard College and the Columbia University School of International and Public Affairs (http://www.sipa.columbia.edu) offer two joint programs leading to the A.B. degree at the end of four years and the Master of International Affairs (M.I.A.) or Master of Public Administration (M.P.A.) after one additional year.

Interested students should consult Dean Youngblood-Giles in the Dean of Studies Office as early as the sophomore year.

Qualified students, nominated by the Dean of Studies Office, complete the application in the spring of the junior year. The final decision on admission to a program rests with the SIPA Review Committee.

Admission to a joint program does not constitute automatic admission to the M.I.A. or M.P.A. graduate program. Final admission is conditional upon the applicant’s receiving the A.B. degree from Barnard. A Barnard student’s eligibility for the joint programs is governed by the following conditions:

2. At least four semesters of matriculation at Barnard before enrolling in a joint program.
3. Fulfillment of all general education requirements and almost all major requirements before the senior year.
4. No more than four courses in the major to be completed during the senior year.
5. Completion of introductory courses in microeconomics and macroeconomics and a strong background in quantitative courses.
6. Pertinent professional experience.

A Barnard student in the Program must satisfy all Barnard degree requirements. Courses in the School of International and Public Affairs may be used to fulfill major requirements only with the written permission of the chair of the major department. During the senior years she must complete at least 24 points of course work at the 4000 level or above, including the first-year required core courses. An internship, usually during the summer between the fourth and fifth years, is also required.

School of Law

Each year Barnard College has the option of nominating, in conjunction with the Columbia University School of Law (http://www.law.columbia.edu), juniors with outstanding records to enter the Law School under the Accelerated Program in Interdisciplinary Legal Education (A.I.L.E.).

Each student must submit a record of 90 points, at least 60 of which will have been completed at Barnard. She must have fulfilled all degree requirements except those for the major, which she must be able to complete together with the final 30 points at the Law School. Twelve of the 30 must be in the liberal arts and the remainder in the appropriate law courses.

To be nominated, a student must have an outstanding academic record and have taken the LSAT by March of her junior year with a score in keeping with the median level of applicants accepted to the law school in that academic year. Students interested in the program should consult with Dean Youngblood-Giles early in the junior year and with Dean Friedman to ensure fulfillment of graduation requirements. LSAT registration information is available in the Dean of Studies Office.

Fu Foundation School of Engineering and Applied Science

The first three years of the five-year program leading to the degrees of Bachelor of Arts and Bachelor of Science are spent under the jurisdiction of Barnard. During the junior year the student applies for admission to the School of Engineering and Applied Science (http://www.engineering.columbia.edu), where the remaining two years of more specialized engineering and major study are taken. Completion of the general education requirements is required for the Barnard A.B. degree. A maximum of 30 Engineering points may be credited toward the Barnard degree. Students interested in the program are encouraged to consult Dean Friedman to plan an appropriate schedule of Barnard courses.

Courses of Instruction

Course Listings

We invite you to use this interactive and searchable catalogue for program planning.

You will find current information for all courses offered at Barnard, along with links to Columbia courses, the University Directory of Classes, and departmental websites.

The Curriculum

Listings of courses in this catalogue is not a guarantee of their availability, and the College may revise its degree requirements from time to time.

Reading the Course Listings

Certain courses are offered in both Fall and Spring terms and may be taken in either term.

The following alphabetical prefixes designate the Division of the University for whose students the course is primarily offered, or indicate joint courses:

BC - Barnard College
CC - Columbia College
UN - Undergraduate Students
GU - Undergraduate and Graduate Students
GR - Graduate School of Arts and Sciences
GS - School of General Studies
PS - School of Professional Studies
This multidisciplinary training not only involves a questioning of disciplinary boundaries, but also provides students with the intellectual tools necessary to think critically about the production and dissemination of knowledge. Our home in a premier college for women means that Africana Studies majors at Barnard develop a particular understanding of how gender and sexuality, as well as race, class, religion and region interact with and transform each other in individual and group experiences.

Mission

As a department for the multidisciplinary study of the history, politics, cultures, and literatures of Africa and African Diaspora communities in the Americas, the Caribbean and Europe, Africana Studies at Barnard is defined by a unique approach to studying the African Diaspora that centers on a gendered analysis of racial and diasporic formations. Its central mission is to train students to think critically about the gendered nature of racial difference from a relational perspective: at once locally, globally, and trans/nationally. The curriculum provides students with a deep knowledge of:

- the history of African and African-descended cultures forged prior to and as a result of the Middle Passage;
- the transnational communities of affiliation created in response to diasporic dispersal; and
- the diverse forms of cultural production engendered by Blacks in the multiple contact zones that constitute the African diaspora.

Student Learning Outcomes

Students who complete the major in Africana Studies should be able to attain the following outcomes:

1. integrate research tools and methods from a range of disciplines in order to study the history, politics, cultures, literatures, and experiences of peoples in Africa and the African Diaspora;
2. compare histories and cultures of black peoples across the globe;
3. evaluate and interpret primary and secondary source materials;
4. express themselves effectively in writing and oral presentations;
5. demonstrate their understanding of Harlem's symbolic and historical importance to peoples of the African Diaspora;
6. identify and communicate the importance of Africa and the African Diaspora to an increasingly global, diverse and interconnected world;
7. demonstrate in their coursework knowledge of the key intellectual traditions of the African Diaspora;
8. analyze and critique representations of peoples or cultures of Africa and the African Diaspora;
9. design, execute and present an original research project.

This department is supervised by the Africana Studies Committee:

Chair: Tina Campt (Africana Studies/Women's, Gender and Sexuality Studies)

Professors: Tina Campt (Africana Studies/Women's, Gender and Sexuality Studies); Yvette Christianë (Africana Studies/English); Kim F. Hall, (Africana Studies/English); J. Paul Martin (Adjunct/Human Rights); Celia E. Naylor (Africana Studies/History); Lesley A. Sharp (Anthropology)

Associate Professors: Severine Autesserre (Political Science); Kaiama L. Glover (French); Maja Horn (Spanish and Latin American Cultures);
Brian Larkin (Anthropology); Monica M. Miller (English); Paul Scolieri (Dance)
Assistant Professors: Abosede George (History)
Senior Lecturer: Pamela Cobrin (English/Writing Program)
Senior Associate: Quandra Prettyman (Emerita, English)

Requirements for the Major

I. The Africana major consists of ten courses to be distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>I. Introductory Courses</td>
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<tr>
<td>Two-semester sequence (preferably to be taken before the junior year)</td>
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<tr>
<td>AFRS BC2004</td>
<td>Introduction to African Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFRS BC2006</td>
<td>Introduction to the African Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>II. Language</td>
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<tr>
<td>Each student must demonstrate proficiency in any of the languages of Africa or the diaspora (including Arabic, Dutch, English, French, Hausa, Italian, Portuguese, Spanish, and Swahili) by completing at least the fourth semester of that language, or its equivalent. This requirement is not in addition to the general foreign language requirement.</td>
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<tr>
<td>III. Harlem</td>
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<tr>
<td>Each student will take a course on Harlem, chosen in consultation with her advisor, from among the offerings at Barnard or Columbia.</td>
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<tr>
<td>IV. Electives</td>
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<tr>
<td>Each student will, with the approval of her advisor, select five electives. Of these five, one must be on Africa and one must concern issues of gender.</td>
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<tr>
<td>V. One Semester Colloquium in Africana Studies</td>
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<tr>
<td>AFRS BC3110</td>
<td>Africana Colloquium</td>
<td>4</td>
</tr>
<tr>
<td>VI. Senior Seminar</td>
<td></td>
<td></td>
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<tr>
<td>Students will complete a one-semester program of interdisciplinary research in preparation of a senior essay.</td>
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</table>

Requirements for the Minor

Although the college requires students to declare the minor formally after they have completed course work for the minor, the Africana Studies program strongly encourages students to meet with the Africana Studies Director (or the minor advisor) to plan a course of study and fill out an “intent to minor” form.

The Africana minor consists of five courses to be distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>AFRS BC2004</td>
<td>Introduction to African Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFRS BC2006</td>
<td>Introduction to the African Diaspora</td>
<td>3</td>
</tr>
<tr>
<td>One course on Harlem, chosen in consultation with her advisor, from among the offerings at Barnard or Columbia. Two electives chosen by students in consultation with the minor advisor.</td>
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</tbody>
</table>

AFRS BC2004 Introduction to African Studies. 3 points.

Interdisciplinary and thematic approach to the study of Africa, moving from pre-colonial through colonial and post-colonial periods to contemporary Africa. Focus will be on its history, societal relations, politics and the arts. The objective is to provide a critical survey of the history as well as the continuing debates in African Studies.

AFRS BC2005 Caribbean Culture and Societies. 3 points.
Not offered during 2017-18 academic year.

Multidisciplinary exploration of the Anglophone, Hispanic, and Francophone Caribbean. Discusses theories about the development and character of Caribbean societies; profiles representative islands; and explores enduring and contemporary issues in Caribbean Studies (race, color and class; politics and governance; political economy; the struggles for liberation; cultural identity and migration.) BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

AFRS BC2006 Introduction to the African Diaspora. 3 points.
Interdisciplinary and thematic approach to the African diaspora in the Americas: its motivations, dimensions, consequences, and the importance and stakes of its study. Beginning with the contacts between Africans and the Portuguese in the 15th century, this class will open up diverse paths of inquiry as students attempt to answer questions, clear up misconceptions, and challenge assumptions about the presence of Africans in the ‘New World.’

AFRS BC2010 Colonialism in Africa. 3 points.
Not offered during 2017-18 academic year.

This course will prepare students to examine diplomatic interactions involving African and European polities during the eighteenth and nineteenth century and the role that military force played in helping European nations secure access to territory and control of resources on the African continent. Students will also examine the vast array of forensic evidence (the broad range of ritual compacts and treaties, the forms of proof and the legal debates) that European merchants and political representatives used to secure entitlements to land and resources.

AFRS BC2510 Food, Ethnicity & Globalization. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: None
Corequisites: None
When people produce, consume or refuse food, choices that often seem “natural,” unthinking and highly personal are in fact daily acts of identity and belonging that place individuals in the global circulation of goods, people and resources. This course examines representations of food and foodways as a way of understanding the politics of representation and the complex interplay of race, ethnicity and gender. The course’s units on Ethnicity, Migration and Identity, Food & Globalization; Food and Power, and the Politics of Pork, will allow students to understand foodways as key expressions or embodiments
of cultural affiliations and food choices as linked to questions of morality and values.

AFRS BC3001 Politics of Gender in Contemporary South Africa. 1.5 point.
This course will only take place from September 23rd through October 9th.

This module is designed to offer mid-senior level students with an interest in African Studies an intensive engagement with the politics of gender and sexualities in specific African contexts of the 21st century. The module will include discussion of aspects of the sexual and gendered operations of colonial praxis, the concentration will be on the ways in which post-independence democracies are working to “new” democracies, the narratives of “the body” as they emerge through medical and religious discourses on “women,” and discourses of “e-masculinization” and militarism. Note that this course will only run from September 16th through September 30th.

AFRS BC3020 Harlem Crossroads. 3 points.
Not offered during 2017-18 academic year.

Studies Harlem in the context of African-American and African diaspora culture and society as well as American urbanization. Primarily focusing on Harlem of the nineteenth and twentieth centuries, the course offers students opportunities to discuss political economy, immigration, migration and the role of the city in social life.

AFRS BC3055 Slave Resistance in the United States from the Colonial Era to the Civil War. 3 points.
Not offered during 2017-18 academic year.

Analyzes the multifaceted nature of slave resistance, its portrayal and theorization by scholars. Critically examines the various pathways of resistance of enslaved Africans and African-Americans, both individually and collectively (e.g., running away, non-cooperation, theft, arson, as well as verbal and physical confrontation, revolts and insurrections). Considers how gender shaped acts of resistance.

AFRS BC3065 Writing Diasporic Cities. 4 points.

This course considers representation of four cities in which diasporic communities have settled and negotiated the psychic and material terrain that stretches from a past homeland to a settled homeland. We look at New York, London, Kinshasha, and Cape Town where communities of different African diasporas - historical and contemporary - as well as South Asian diasporas have settled. Locally, we enter a space like the contemporary Malcolm Shabazz Town where communities of different African diasporas - historical and contemporary - as well as South Asian diasporas have settled. Locally, we enter a space like the contemporary Malcolm Shabazz Market to attend to the transnational, mercantilist as well as cultural public spheres that it creates. We also look at earlier transmigrations by African Diasporic groups moving from Jamaica to Harlem to Marseilles. We consider London in the 1980s and the early 2000s. Thematically, we consider different kinds of displacement and their impact upon women. We foreground race, ethnicity, nationalist discourses, global economies, and the publishing, distribution and marketing networks of the Arts produced in these cities. We read across genres and consider graffiti in neighborhoods that have diasporic communities.

AFRS BC3100 Medicine and Power in African History. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Not offered during 2017-18 academic year.

Examines medical discourse and practice in Africa, emphasizing relationships between power and medical knowledge. Topics include: medicine and empire, tropical medicine, colonial public health and social control, labor, reproductive health, and HIV/AIDS.

AFRS BC3110 Africana Colloquium. 4 points.
Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 18 students. Priority will be given to Africana majors and CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies).

AFRS BC3120 History of African-American Music. 3 points.
Not offered during 2017-18 academic year.

Survey investigates the cultural and aesthetic development of a variety of interconnected musical genres - such as blues, jazz, gospel, soul, funk, R&B, hip-hop, classical and their ever changing same/names - viewed as complex human activities daringly danced at dangerous discourses inside and outside the American cultural mainstreams.

AFRS BC3121 Black Women in America. 4 points.
Prerequisites: Students must attend first day of class and admission will be decided then. Priority will be given to CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies). Enrollment limited to 20 students.
Examines the roles of black women in the United States as thinkers, activists and creators during the nineteenth and twentieth centuries. Focusing on the intellectual work, social activism and cultural expression of African American women, we examine how they understood their lives, resisted oppression and struggled to change society. We will also discuss theoretical frameworks (such as "double jeopardy," or "intersectionality") developed for the study of black women. The seminar will encourage students to pay particular attention to the diversity of black women and critical issues facing Black women today. This course is the same as WMST BC3121.

AFRS BC3134 Unheard Voices: African Women's Literature. 4 points.
How does one talk of women in Africa without thinking of Africa as a 'mythic unity'? We will consider the political, racial, social and other
contexts in which African women write and are written about in the context of their located lives in Africa and in the African Diaspora.

**AFRS BC3146 African American and African Writing and the Screen. 4 points.**
Not offered during 2017-18 academic year.

Focuses on the context and history of representations of African Americans and Africans in early American and other cinematographies; the simultaneous development of early film and the New Negro, Negritude and Pan African movements; and pioneer African American and African cinema.

**AFRS BC3148 Literature of the Great Migration. 3 points.**
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

(Also ENGL BC 3148) Examination of fiction, poetry, essays and films about the Great Migration (1910-1950) of African-Americans from the rural South to the urban North, focusing on literary production in New York and Chicago. (This course satisfies the Harlem Requirement for the Africana Studies major).

**AFRS BC3150 Race and Performance In The Caribbean. 4 points.**
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Sophomore Standing. Enrollment limited to 18 students.

Analysis of the shifting place and perception of Afro-Caribbean performance in Caribbean societies. This course takes a cross-cultural approach that examines performance through the lens of ethnography, anthropology, music and literary criticism.

**AFRS BC3517 African American Women and Music. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: None
Corequisites: None

Examines the music making practices of African-American women in blues, gospel, jazz, and rock at different periods in the 20th century. Considers the content and context of these musical productions as well as artist biographies in order to understand the significance of music for these producers and their audiences.

**AFEN BC3525 Atlantic Crossings: The West Indies and the Atlantic World. 4 points.**
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 20 students.

This course examines the literature of transatlantic travel from Columbus's first voyage in 1492 to Caryl Phillips’s re-tracing of his mother's migration in *The Atlantic Sound* (2000) to recent re-imaginings of slavery and the Middle Passage by M. Nourbese Philip and Marion James. Even before Columbus's first encounter, the "Indies" sparked English desires for riches and adventure. We will first investigate how English writers promoted an idea of the West Indies and then came to inhabit its heterogeneous spaces, filling them with longing and anxiety. The class will chart the emergence of modern race thinking from the rich interaction of peoples and goods in the early modern Caribbean. We will also question how ideals of freedom and "English-ness" co-existed with slavery, bondage and creole life. The class will then look at the ways later writers revisit the Caribbean's colonial origins and discuss how notions of the West Indies may haunt modern Atlantic travel.

**AFRS BC3528 Harlem on My Mind: The Political Economy of Harlem. 4 points.**

Drawing on social histories, primary sources, fiction, and popular culture this course will explore the postwar history of Harlem. We will place Harlem in the broader context of New York City and explore how domestic and transnational migration patterns have shaped its history. Specific topics include: urbanization, migration and settlement patterns; racial liberalism and political incorporation; critical engagement with East Harlem as research cite for "culture of poverty" theorists; state criminalization of youth; underground, illegal and illicit economy from the 1960s to the 1990s; struggles over property and gentrification; and perhaps most importantly, exploring Harlem as cultural and political center of the Black World throughout the twentieth century.

**AFRS BC3550 Harlem Seminar: Gay Harlem. 4 points.**

Prerequisites: This course is limited to 20 students and by permission only.

This course explores Harlem's role in the production of sexual modernity and in particular as a space of queer encounter. While much of our investigation will be devoted to the intersection of race and sexuality in African American life, we also consider Harlem's history as a communal space for Italian, Puerto Rican, and more recent immigrants. Students will be encouraged to distinguish and connect contemporary sites of sexual culture in Harlem to the historical articulations of race and sexuality examined in the course.

**AFRS BC3556 Ethnography of Black America. 4 points.**
Not offered during 2017-18 academic year.

This course critically examines ethnographic texts about Blacks in the United States, focusing as much on what they proffer about Black American culture as on the various socio-political contexts in which this body of scholarship has been produced. The goal is to advance an understanding of the larger social forces undergirding the production not only of formations of Black culture, but also of knowledge about Black America. A further goal is to foster a critical understanding of the anthropological enterprise itself.

**AFRS BC3560 Human Rights and Social Change in Sub-Saharan Africa. 4 points.**

Prerequisites: Permission of the instructor.
Examines the evolution of the ideas, institutions and practices associated with social justice in Africa and their relationship to contemporary international human rights movement and focuses on the role of human rights in social change. A number of themes will re-occur throughout the course, notably tensions between norms and reality, cultural diversity, economic and political asymmetries, the role of external actors, and women as rights providers. Countries of special interest include Liberia, Senegal, South African and Tanzania.

AFRS BC3563 Translating Hispaniola. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Students will look at the extent to which the nation-language border separating Haiti and the Dominican Republic represents the legacy of a colonial history whose influence in many ways undermines regional community in the Caribbean to the present day. Beginning with Christopher Columbus’ fraught “discovery” of Hispaniola and ending with the 2010 earthquake and its aftermath, the course explores social, political, and cultural phenomena common to both nations – among which, slavery and freedom, Euro-North American imperialist intervention, and diaspora and migration – as these issues manifest in primary and secondary works of creative fiction, history, anthropology, and political theory. From oral histories to newspaper articles to short fiction by Junot Diaz and Edwidge Danticat, this course traces the history of a divided Caribbean family. Students will engage with recently created digital humanities resources concerning Haiti and the Dominican Republic and also develop interactive, web-based tools that allow for a more nuanced and expansive understanding of Hispaniola’s transnational past, present, and futures. Please note that there is no language requirement for this course.

AFRS BC3570 Africana Issues: Diasporas of the Indian Ocean. 4 points.
Not offered during 2017-18 academic year.

The Indian Ocean has been called the cradle of globalization, a claim bolstered by seasonal monsoon winds and the trade that these enabled. We will consider the aesthetic histories of such trade by engaging literary and other cultural exchanges (including film, visual arts, music, and dance). What did the Zulu prophet Isaiah Shembe learn from Gujarati poets? Other than a major slaving center and source of spices, what role did Zanzibar play in the development of music and literary forms that look to Oman as well as the East Coast of Africa? We focus on four sites: Durban (South Africa), Bombay (India), Zanzibar (Tanzania) and Port Louis (Mauritius). This course will be taught simultaneously between Barnard in New York and the University of Witwatersrand in Johannesburg, South Africa. Students from both campuses will be encouraged to interact electronically and to establish a blog and website. The course will also have live-streamed guest speakers from chosen sites around the Indian Ocean.

AFRS BC3589 Black Feminism(s)/Womanism(s). 4 points.
Not offered during 2017-18 academic year.

Black Feminism(s)/Womanism(s)

AFRS BC3590 The Middle Passage. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Admission to this seminar is by application only. Applications will be made available on the Africana Studies website: www.barnard.edu/africana

In addition to learning about the history of the Middle Passage, students will examine literary and political responses to this forced immigration out of Africa. Identifying responses to slave holding pasts, the seminar culminates in a visit to an historic site of importance in the Middle Passage.

AFRS BC3998 Senior Seminar. 4 points.
A program of interdisciplinary research leading to the writing of the senior essay. All Africana majors must complete the one-semester Africana Studies Senior Seminar in the fall and submit a senior essay as one of the requirements for this course. A student who has successfully completed the Africana Studies Senior Seminar, has demonstrated the ability to complete a senior thesis, and has obtained approval from the faculty member teaching the Senior Seminar may take an Independent Study with a Barnard or Columbia faculty member or a second thesis seminar in another department in order to complete a senior thesis in Africana Studies in the spring semester.

AFEN BC3815 The Worlds of Ntozake Shange and Digital Storytelling. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 12 students. Permission of the instructor required. Interested students should complete the application at: http://bit.ly/ShangeWorlds. Students should have taken a course beyond the intro level from ONE of the following areas: American Literature (through the English Department), Africana Studies, American Studies, Theatre or Women’s Studies. Please note that this is a yearlong course; students who are accepted into this course will need to take its second half, AFEN BC3816, in the spring semester.

A poet, performance artist, playwright and novelist, Ntozake Shange’s stylistic innovations in drama, poetry and fiction and attention to the untold lives of black women have made her an influential figure throughout American arts and in Feminist history. In a unique collaboration between Barnard, the Schomburg Center for Black Culture and the International Center for Photography, and with support by the Mellon funded “Barnard Teaches” grant, this year long seminar provides an in-depth exploration of Shange's work and milieu as well as an introduction to digital tools, public research and archival practice. You can find more information and apply for the course at http://bit.ly/ShangeWorlds. On Twitter @ShangeWorlds.

AFEN BC3816 The Worlds of Ntozake Shange and Digital Storytelling. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: AFEN BC3815 or equivalent.
This hands-on, project based course introduces students to the use of digital tools and sources to organize and manage their archival research, interpret their findings and communicate their results to the public. This semester, the course is somewhat different than the usual research course in that, rather than simply going more deeply into the course focus, you will be asked to apply your knowledge to
make new things. With support of a Mellon "Barnard Teaches" grant we will continue to work with our archival partners and with experts at the International Center for Photography (ICP) to help you develop projects that teach some aspect of Shange’s work and/or The Black Arts Movement to a larger audience. But while making these new things, we will have ongoing discussions about the nature of and evolving protocols for digital scholarship. You should be making plans to visit the archive appropriate to your project (in most cases this will be the Schomburg or the Barnard archives, but they might include sites such as The Billy Rose Theatre Division at the NYPL or the Amiri Baraka collection at Columbia University) as well as doing background reading for your project. Unlike last semester’s blogging, which focused on developing an interdisciplinary reading practice, this semester you will blog about your research. Every week you should be blogging about your reading or your research: every two weeks your blogpost will be an "archive find of the week" post that highlights an interesting image, document or object discovered in your chosen archive (see assignments sheet for details). You might find it more pleasant (and better for our short-staffed archives) to visit the archive or ICP in small groups. To attain the technical skills necessary to make things, you may sometimes be asked to inform and educate yourself outside of class, using extracurricular resources. Be prepared for some DIY moments throughout the semester. By the end of the semester, you’ll have sharpened your research skills while also acquiring digital, teamwork, and project management skills that will be useful in other classes and beyond.

Cross-Listed Courses

American Studies

AMST UN3930 Topics in American Studies. 4 points.

Please refer to the Center for American Studies for the course descriptions for each section.

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<thead>
<tr>
<th>Fall 2017: AMST UN3930</th>
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<tbody>
<tr>
<td>Course Number</td>
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<td>AMST 3930</td>
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<td>AMST 3930</td>
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Anthropology (Barnard)

ANTH UN1002 The Interpretation of Culture. 3 points.

The anthropological approach to the study of culture and human society. Case studies from ethnography are used in exploring the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies.

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<tr>
<th>Fall 2017: ANTH UN1002</th>
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<tr>
<td>Course Number</td>
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<td>ANTH 1002</td>
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ANTH V3160 The Body and Society. 3 points.

Enrollment limited to 40; not open to first-years. Not offered during 2017-18 academic year.

Prerequisites: Non-anthropology majors require the instructor’s permission.

Introduction to medical anthropology, exploring health, affliction, and healing cross-culturally. Draws from theory and methods to address critiques of biomedical, epidemiological, and other models of disease; the roles of healers in different societies; the inseparable nature of religion and healing; and different conceptions of the body and how this affects cultural conceptions of health.

ANTH V3660 Gender, Culture, and Human Rights. 3 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2017-18 academic year.

ANTH V3943 Youth and Identity Politics in Africa. 4 points.

Enrollment limited to 15. Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor is required.

Examines ways in which African youth inevitably occupy two extremes in academic writings and the mass media: as victims of violence, or as instigators of social chaos. Considers youth as generating new cultural forms, as historically relevant actors, and informed social and/or political critics. At the core of such critiques lie possibilities for the agentive power of youth in Africa.

ANTH V3983 Ideas and Society in the Caribbean. 4 points.

Enrollment limited to 20. Not offered during 2017-18 academic year.

Focusing on the Anglo-Creole Caribbean, this course examines some aspects of popular culture, literary expression, political change, and intellectual movements over the past thirty years.

MDES W2030 Major Debates in the Study of Africa. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Recitation Section Required

This course will focus on key debates that have shaped the study of Africa in the post-colonial African academy. We will cover seven key debates: (1) Historiography; (2) Slavery and slave trades; (3) State Formation; (4) Colonialism; (5) Underdevelopment; (6) Nationalism and the anti-colonial struggle; (7) Political identity and political violence in the post-colony. Partial Fulfillment of Global Core Requirement.

Art History (Barnard)

Comparative Literature (Barnard)

CLRS W4190 Race, Ethnicity, and Narrative, in the Russian/Soviet Empire. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Not offered during 2017-18 academic year.

This course examines the literary construction of ethnic and cultural identity in texts drawn from the literatures of ethnic minorities and non-
Slavic nationalities that coexist within the Russian and Soviet imperial space, with attention to the historical and political context in which literary discourses surrounding racial, ethnic, and cultural particularity develop. Organized around three major regions – the Caucasus, Central Asia, and the Russian Far East – readings include canonical "classics" by Aitmatov, Iskander, and Rytkheu as well as less-known texts, both "official" and censored.

Center for the Study of Ethnicity and Race
CSER W1012 History of Racialization in the United States. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

The History of Racialization in the United States examines the development of race and racism through the study of significant historical circumstances that define the institutional structure of American Empire and of the resulting interactions among its peoples. Race is not static. Consequently, it is not an ahistorical object, nor a predetermined identity, nor a uniform category of analysis. Traditionally, the history of American race relations is the contact between racially defined groups over time and space of the effort required to maintain social and economic differences among them. Racialization, then, refers to the process by which one population group or many are "placed" in distinct racial categories.

Dance (Barnard)
DNCE BC2580 Tap as an American Art Form. 3 points.

Prerequisites: DNCE BC1446 or equivalent experience. Studio/lecture format focuses on tap technique, repertory, improvisation, and the development of tap explored through American history, jazz music, films, videos, and biographies.

Spring 2018: DNCE BC2580

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DNCE BC3570 Latin American and Caribbean Dance: Identities in Motion. 3 points.
Not offered during 2017-18 academic year.

Examines the history and choreographic features of Latin American and Caribbean dance forms. Dances are analyzed in order to uncover the ways in which dancing shapes national, racial, and gender identities. Focuses on the globalization of these dances in New York City.

DNCE BC3578 Traditions of African-American Dance. 3 points.
Not offered during 2017-18 academic year.

Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity.

DNCE BC3980 Performing the Political: Embodying Change in American Performance. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students. Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.

Economics
ECON W4438 Economics of Race in the U.S.. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON W3211 and ECON W3213. ECON W4400 is strongly recommended.

What differences does race make in the U.S. economy? Why does it make these differences? Are these differences things we should be concerned about? If so, what should be done? The course examines labor markets, housing markets, capital markets, crime, education, and the links among these markets. Both empirical and theoretical contributions are studied.

English & Comparative Literature
English (Barnard)
ENGL BC3129 Explorations of Black Literature: Early African-American Lit. 1760-1890. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Enrollment limited to 18 students. Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered.

Fall 2017: ENGL BC3129

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<th>Course Number</th>
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ENTH BC3144 Black Theatre. 4 points.
Prerequisites: Enrollment limited to 16 students. Exploration of Black Theater, specifically African-American performance traditions, as an intervening agent in racial, cultural, and national identity. African-American theatre artists to be examined include Amiri Baraka, Kia Corthron, W.E.B. Du Bois, Angelina Grimke, Langston Hughes, Georgia Douglas Johnson, Adrienne Kennedy, Suzan-Lori Parks, Adrian Piper, and August Wilson. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

ENGL BC3190 Global Literature in English. 3 points.
Not offered during 2017-18 academic year.

Selective survey of fiction from the ex-colonies, focusing on the colonial encounter, cultural and political decolonization, and belonging and migration in the age of postcolonial imperialism. Areas covered
include Africa (Achebe, Aidoo, Armah, Ngugi); the Arab World (Mahfouz, Munif, Salih, Soueif); South Asia (Mistry, Rushdie, Suleri); the Carribean (Kincaid); and New Zealand (Hulme).

ENGL BC3194 Critical and Theoretical Perspectives on Literature: Marxist Literary Theory. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Evolution of Marxist criticism from Marx to Jameson and Eagleton. Central questions: What is unique about Marxist cultural analysis? What are the different Marxist schools of criticism? Is there a future for Marxism? Issues considered: capitalism and culture, class analysis, commitment, modernism and postmodernism, commodification and alienation, and postcolonialism.

ENGL BC3196 Home to Harlem: Literature of the Harlem Renaissance. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 20 students. In the spring of 2016, ENGL 3196y will be centered on the relationship between art, activism and social justice as this relationship was developed during the Harlem Renaissance and beyond. Exploring the cultural contexts and aesthetic debates that animated Harlem in 1920s to 1930s, the course will focus on the politics of literary and theatrical production, and explore the fashioning and performance of New Negro identity through fiction, poetry, essays, and artwork, with special attention to theater/performance. This course will partner with Harlem’s National Black Theater and work toward an understanding of the relationship between art/literature and socio-political change through the NBT’s spring 2016 production of Dominique Morisseau’s Blood on the Root, a multi-genre performance piece on racial injustice inspired by the 2006 Jena Six case in Louisiana.

French and Francophone Studies

FREN UN3421 Introduction To French and Francophone Studies II. 3 points.
Prerequisites: FREN UN3405 Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies’ permission. Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional, and national identities are considered in this introduction to the contemporary French-speaking world in Europe, the Americas, and Africa. Authors include: Aimé Césaire, Léopold Sedar Senghor, Frantz Fanon, Maryse Condé.

FREN BC3070 Negritude. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Prerequisites: Reading ability in French required for all students. French majors must write their papers in French. Analysis of the theoretical and literary precursors of négritude; major figures of the movement; relations with the Harlem Renaissance; and the formulation of creolity by contemporary Caribbean writers and thinkers. Authors will include Gobineau, Maran, Price-Mars, Hughes, McKay, Césaire, Senghor, Damas, Fanon, Sartre, Glissant, and Chamoiseau. Taught in French.

General Education Requirement: Cultures in Comparison (CUL).

FREN BC3071 Major Literary Works of the French-Speaking World. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement in French or permission of the instructor. Introduction to major works of fiction from the French speaking countries of the Caribbean, West Africa, North Africa and Indochina. Considers some of the principal authors of these regions, and examines the sociopolitical, historical, and aesthetic considerations that have influenced Francophone literary production in the twentieth century.

FREN BC3072 Francophone Fiction: Special Topics. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Looks at the portrayal of women as unsettling figures in the Francophone Caribbean literary universe. Examining the uncanny heroines in the novels of both male and female writers, students will identify the thematic commonalities and specific configurative strategies that emerge in the fictional representation of women in the region. The symbolic import of zombies, schizophremics, and other “disordering” characters will be analyzed as indicators of and reflections on broader social realities.

FREN BC3073 Africa in Cinema. 3 points.
Not offered during 2017-18 academic year.


French and Romance Philology

FREN UN3421 Introduction To French and Francophone Studies II. 3 points.
Prerequisites: FREN UN3405 Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies’ permission. Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional, and national identities are considered in this introduction to the contemporary French-speaking world in Europe, the Americas, and Africa. Authors include: Aimé Césaire, Léopold Sedar Senghor, Frantz Fanon, Maryse Condé.

FREN BC3070 Negritude. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Prerequisites: Reading ability in French required for all students. French majors must write their papers in French. Analysis of the theoretical and literary precursors of négritude; major figures of the movement; relations with the Harlem Renaissance;
HIST W3772 West African History. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course offers a survey of main themes in West African history over the last millennium, with particular emphasis on the period from the mid-15th through the 20th century. Themes include the age of West African empires (Ghana, Mali, Songhay); realignments of economic and political energies towards the Atlantic coast; the rise and decline of the trans-Atlantic trade in slaves; the advent and demise of colonial rule; and internal displacement, migrations, and revolutions. In the latter part of the course, we will appraise the continuities and ruptures of the colonial and post-colonial eras. Group(s): C Field(s): AFR

HIST W4429 Telling About the South. 4 points.
A remarkable array of Southern historians, novelists, and essayists have done what Shreve Mc Cann urges Quentin Compson to do in William Faulkner’s Absalom, Absalom—tell about the South—producing recognized masterpieces of American literature. Taking as examples certain writers of the 19th and 20th centuries, this course explores the issues they confronted, the relationship between time during which and about they wrote, and the art of the written word as exemplified in their work. Group(s): D Field(s): US Limited enrollment. Priority given to senior history majors. After obtaining permission from the professor, please add yourself to the course wait list so the department can register you in the course.

HIST W4518 Research Seminar: Columbia and Slavery. 4 points.
In this course, students will write: â€œoriginal, independentâ€ papers of around 25 pages, based on research in both primary and secondary sources, on an aspect of the relationship between Columbiaâ€™s College, its colonial predecessor King’s College, with the institution of slaveryâ€œ.â€œ

HIST W4768 Writing Contemporary African History. 4 points.
Prerequisites: the instructor’s permission. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT’S WEBSITE. An exploration of the historiography of contemporary (post-1960) Africa, this course asks what African history is, what is unique about it, and what is at stake in its production. Field(s): AFR

HIST GU4769 Health and Healing in African History. 4 points.
This course charts the history of health and healing from, as far as is possible, a perspective interior to Africa. It explores changing practices and understandings of disease, etiology, healing and well-being from pre-colonial times through into the post-colonial. A major theme running throughout the course is the relationship between medicine, the body, power and social groups. This is balanced by an examination of the creative ways in which Africans have struggled to compose healthy communities, albeit with varied success, whether in the fifteenth century or the twenty-first. Field(s): AFR

HIST W4928 Comparative Slavery and Abolition in the Atlantic World. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: seminar application required. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT’S WEBSITE. This seminar investigates the experiences of slavery and freedom among African-descended people living and laboring in the various parts of the Atlantic World. The course will trace critical aspects of these two major, interconnected historical phenomena with an eye to how specific cases either manifested or troubled broader trends across various slaveholding societies. The first half of the course addresses the history of slavery and the second half pertains to experiences in emancipation. However, since the abolition of slavery occurs at different moments in various areas of the Atlantic World, the course will adhere to a thematic rather than a chronological structure, in its examination of the multiple avenues to freedom available in various regions. Weekly units will approach major themes relevant to both slavery and emancipation, such as racial epistemologies among slaveowners/employers, labor regimes in slave and free societies, cultural innovations among slave and freed communities, gendered discourses and sexual relations within slave and free communities, and slaves’ and freepeople’s resistance to domination. The goal of this course is to broaden students’ comprehension of the history of slavery and freedom, and to promote an understanding of the transition from slavery to freedom in the Americas as creating both continuities and ruptures in the structure and practices of the various societies concerned. Group(s): ABCD Field(s): US/LA

History (Barnard)
HIST BC1760 Introduction to African History: 1700-Present. 4 points.
Corequisites: Students who take this course may also take Introduction to Africa Studies: Africa Past, Present, and Future.
Survey of African history from the 18th century to the contemporary period. We will explore six major themes in African History: Africa and the Making of the Atlantic World, Colonialism in Africa, the 1940s, Nationalism and Independence Movements, Post-Colonialism in Africa, and Issues in the Making of Contemporary Africa.

HIST BC2180 Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism. 3 points.
Examines how the Atlantic Ocean and its boundaries were tied together through the flow of people, goods, and ideas. Studies the cultures of the communities formed by merchants, pirates, and slaves; investigates how their interactions and frictions combined to shape the unique combination of liberty and oppression that characterizes early modern capitalism.

HIST BC2980 World Migration. 3 points.
Overview of human migration from pre-history to the present. Sessions on classical Rome, Jewish diaspora; Viking, Mongol, and Arab conquests; peopling of New World, European colonization, and African slavery; 19th-century European mass migration; Chinese and Indian diasporas; resurgence of global migration in last three decades, and current debates.
HIST BC3402 Selected Topics in American Women's History. 4 points. 
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. 
Preregistration required. 
Critical examination of recent trends in modern U.S. women's history, 
with particular attention to the intersection of gender, sexuality, 
class, and race. Topics will include: state regulation of marriage and 
sexuality, roots of modern feminism, altered meanings of motherhood 
and work, and changing views of the body.

HIST BC3546 The Fourteenth Amendment and Its Uses. 4 points. 
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. 
Preregistration required. 
The role of the 14th Amendment in shaping the modern American 
Constitution; theories of judicial review; the rise and fall of economic 
due process; the creation of civil liberties; the civil rights revolution; 
and the end of states' rights.

HIST BC3587 Remembering Slavery: Critiquing Modern 
Representations of the Peculiar Institution. 4 points. 

Prerequisites: Permission of the instructor. Enrollment limited to 15. 
Preregistration required. 
The enslavement of people of African descent signifies a crucial 
historical and cultural marker not only for African-Americans but also 
for Americans in general. We will interrogate how and why images 
of slavery continue to be invoked within the American sociocultural 
landscape (e.g., in films, documentaries, historical novels, and science fiction).

HIST BC3763 Children and Childhood in African History. 4 points. 
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. 
Preregistration required. 
This course focuses on the history of childhood and youth in African 
societies and how young people as historical agents have impacted 
the social histories of their communities. How did young Africans 
live in past times? What forces shaped understanding of their status 
as children or youth? How have major historical processes such as 
colonialism, industrialization, apartheid, and liberation, neocolonialism, 
and neoliberalism impacted and been impacted by children and youth 
in Africa? What roles have young people themselves played in the 
making of African histories? These questions will be explored in course 
readings, discussions, and students' original research projects.

HIST BC3771 Critical Perspectives on the Mobilization of Race and 
Ethnicity on the Continent and in the Study of Africa. 4 points. 
Not offered during 2017-18 academic year.

Prerequisites: Sophomore Standing. 
Critically examines the relationship between social difference and 
narratives and practices of power in historical and contemporary 
African publics. Race and Ethnicity are the key axes of social difference 
that will be examined. Other axes of difference such as gender, 
sexuality, class, caste, generation and nationality will also be examined 
through points of intersection with race and ethnicity.

HIST BC3905 Capitalism, Colonialism, and Culture: A Global History. 4 points. 
Not offered during 2017-18 academic year.

Prerequisites: Permission of Instructor. Enrollment limited to 15. 
Preregistration required. 
From Indian Ocean worlds of the seventeenth century, to Atlantic world 
slavery, to the establishment of colonies in Asia and Africa during the 
nineteenth century, colonization was critical to the development of 
metropolitan ideas regarding politics and personhood. This seminar 
will examine these histories, along with emerging constructions of 
race and gender, as precursors to debates about human rights and 
humanitarianism in the twentieth century.

Music

MUSI V2020 Salsa, Soca, and Reggae: Popular Musics of the 
Caribbean. 3 points. 
BC: Fulfillment of General Education Requirement: Cultures in 
Comparison (CUL), BC: Fulfillment of General Education Requirement: 
The Visual and Performing Arts (ART), CC/GS/SEAS: Partial Fulfillment 
of Global Core Requirement

A survey of the major syncretic urban popular music styles of the 
Caribbean, exploring their origins, development, and sociocultural 
context.

MUSI W4435 Music and Performance in the African Postcolony. 3 points. 
Not offered during 2017-18 academic year.

This course examines music and performance in various African 
contexts, focusing on the postcolonial period. It will explore the 
complex interactions between music, politics, nation, race, and 
mediation through case studies from Ghana, Nigeria, DRC, Kenya, 
Tanzania, Zimbabwe, Namibia, and South Africa. In addition, 
discussions will involve what is meant to speak about "African music," 
and class will theorize about the conditions of musical production in 
the context of postcolonialism.

MUSI GU4540 Histories of Post-1960's Jazz. 3 points. 
Prerequisites: HUMA W1123 or the equivalent. 
Historiographical issues surrounding the performance of jazz and 
improvised musics after 1960. Topics include genre and canon 
formation, gender, race, and cultural nationalisms, economics and 
infrastructure, debates around art and the vernacular, globalization, 
and media reception. Reading knowledge of music is not required.

Political Science (Barnard)

POLS BC3101 * Colloquium on Black Political Thought. 4 points. 
Not offered during 2017-18 academic year.

Prerequisites: POLS W1013 or the equivalent (http:// 
polisci.barnard.edu/introductory-courses). Admission by application 
(http://polisci.barnard.edu/colloquia) through the Barnard department 
only. Enrollment limited to 16 students. Barnard syllabus (http:// 
polisci.barnard.edu/syllabi/#pt).
Advanced political theory colloquium treats black political thought as concerned with the universal problem of domination. Examines how black thinkers relate democracy, slavery and race; redefines race consciousness as linked fate; articulates new social theories to suggest new "meanings" for race; redefines the political to address social and aesthetic concerns.

POLS V3604 Civil Wars and International Intervention in Africa. 3 points.
Enrollment limited to 110. Not offered during 2017-18 academic year.
Prerequisites: at least sophomore standing, except in consultation with the instructor.
This course analyzes the causes of violence in civil wars. It examines the debates around emergency aid, peacekeeping and peacebuilding. In addition, it focuses on recent conflict situations in Africa — especially Congo, Sudan, and Rwanda — as a background against which to understand the distinct dynamics of violence, peace, and international interventions in civil conflicts. (Cross-listed by the Center for the Study of Ethnicity and Race.)

POLS BC3810 *Colloquium on Aid, Politics & Violence in Africa. 4 points.
Prerequisites: POLS V1601 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/111). Explores the concepts, theoretical traditions and debates around development and humanitarian aid, focusing on the relationships between aid, politics, and violence. It looks at the political and military impacts of aid, the linkage between humanitarian aid and conflict resolution, and aid’s contribution to perpetuating subtle forms of domination. (Cross-listed by the Africana Studies and the Human Rights Programs.)

Political Science

POLS UN3619 Nationalism and Contemporary World Politics. 3 points.
Nationalism as a cause of conflict in contemporary world politics. Strategies for mitigating nationalist and ethnic conflict.

POLS W4496 Contemporary African Politics. 3 points.
This course aims to teach students what, if any, answers social scientists have to the questions that concern anyone with an interest in African politics: 1) Why have democratic governments flourished in some countries and not others? 2) What institutions may enable Africans to hold their leaders accountable? 3) How do people participate in politics? 4) In what ways do aspiring African political leaders build public support? 5) To what extent does persistent poverty on the continent have political causes? and 6) Why is violence used to resolve some political disputes and not others?

Religion

RELI V2615 Religions of Harlem. 3 points.
Not offered during 2017-18 academic year.
Through a range of field exercises and classroom guests, this course will introduce students to the rich religious history of Harlem, while also challenging them to document and analyze the diversity of Harlem’s contemporary religious scene.

RELI V3630 Religion and Black Popular Cultures. 3 points.
As an exploration of the relationship between religion, race, and popular culture, the course will begin with theoretical readings that expose students to a variety of definitions of and approaches to each of these categories. After tackling these theoretical concerns, the remainder of the course will entail a cross genre and thematic engagement with the terrain of black popular culture(s) in which students will be challenged to apply new theoretical resources in order to interpret a wide range of “religious” phenomena.

RELI V3650 Religion and the Civil Rights Movement. 3 points.
Not offered during 2017-18 academic year.
Examination of the role of religion in the drive for civil rights during the 1950s and 1960s. The course will look at the role of activists, churches, clergy, sermons, and music in forging the consensus in favor of civil rights.

RELI W4826 Religion, Race and Slavery. 0 points.
Not offered during 2017-18 academic year.
This course explores the religious aspects of race and slavery from the Bible through the abolition of slavery in and around the Enlightenment, ending in the post-colonial era. The focus is mostly on the Atlantic World.

Sociology (Barnard)

SOCI UN3235 Social Movements: Collective Action. 3 points.
Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women’s movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

SOCI V3247 The Immigrant Experience, Old and New. 3 points.
Not offered during 2017-18 academic year.
The immigrant experience in the United States. Topics include ideologies of the melting pot; social, cultural, and economic life of earlier immigrants; the distinctiveness of the African-American experience; recent surge of "new" immigrants (Asians, Latinos, West Indians); and changing American views of immigration.

SOCI BC3913 Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society. 4 points.
This class will examine the historical roots and ongoing persistence of social, economic, and political inequality and the continuing role
that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.

Drama and Theatre Arts (Barnard)

ENTH BC3144 Black Theatre. 4 points.
Prerequisites: Enrollment limited to 16 students.

Women's Studies (Barnard)

WMST BC3134 Unheard Voices: African Women's Literature. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 14 students.
How does one talk of women in Africa without thinking of Africa as a ‘mythic unity’? We will consider the political, racial, social and other contexts in which African women write and are written about in the context of their located lives in Africa and in the African Diaspora. This course is the same as AFRS BC3134 Unheard Voices: African Women's Literature.

WMST W4305 Feminist Postcolonial Theory. 4 points.
Prerequisites: Critical Approaches and/or permission of instructor.
Enrollment limited to 20 students.
Examines important concerns, concepts and methodological approaches of postcolonial theory, with a focus on feminist perspectives on and strategies for the decolonization of Eurocentric knowledge-formations and practices of Western colonialism. Topics for discussion and study include orientalism, colonialism, nationalism and gender, the politics of cultural representations, subjectivity and subalternity, history, religion, and contemporary global relations of domination.

American Studies

413 Barnard Hall
212-854-5649
americanstudies.barnard.edu (http://americanstudies.barnard.edu/american-studies)
Department Program Assistant: Kathryn McLean

American Studies Program

American Studies is a field defined not only by the critical questions it asks but by the interdisciplinary methods it uses to answer those questions. In considering the United States as a cultural, ideological, geographical and historical formation, students of American Studies examine how cultural configurations of and within the nation-state operate as social forces, contested archives of change, locus of power and resistance, and a site historical meaning and memory. How are ideologies and arrangements in the U.S. amplified, altered, challenged or contested? Through critical analysis, American Studies seeks to address these questions by considering how ideas and assumptions about the U.S. have been constituted through a range of competing and corroborating affiliations — gendered, racial, ethnic, transnational, corporate — arrangements that continue to impact the world today.

Mission

The Program in American Studies is designed to teach students how to engage in the critical and interdisciplinary study of United States cultures in contemporary, historical and transnational contexts. After an introductory course entitled “What Is American Studies?,” students take an intensive junior colloquium focusing on theories and methods of American Studies. Their individually-chosen five-course concentration covers two historical periods and culminates in a two-course senior capstone project. The major aims to teach students to recognize, question and analyze American cultural practices in historical depth as well as as global breadth.

Student Learning Objectives

Barnard students graduating with a degree in American Studies should be able to attain the following outcomes:

1. Demonstrate a critical understanding of American cultural practices and their complex inter-relationships with national and global structures of power.
2. Identify the cultural influences that have shaped American social formations including, but not limited to, history art, literature, politics, and religion.
3. Demonstrate an understanding of the various theoretical and interdisciplinary methods used by current scholars within the field of American studies.
4. Construct a sustained argument in a piece of original scholarship.

As an American Studies major, you will have the opportunity to take courses in the field of American Studies, but also in history, religion, visual culture, literature and other related disciplines and interdisciplinary fields. In addition to the introductory course “What Is American Studies?” and the junior colloquium, you will work with your American Studies adviser to devise a five-course concentration organized around a topic (for example: immigration, migration and ethnicity) and covering at least two historical periods. This student-designed cluster will serve as the intellectual foundation of your senior capstone project.

This program is supervised by the Committee on American Studies:

Director: Severin Fowles (Associate Professor in Anthropology)
Professors: Mark C. Carnes (History), Lynn Garafola (Dance), Lisa Gordis (English), Alfred Mac Adam (Spanish and Latin American Cultures), Robert A. McCaughey (History), Celia Naylor (History), Richard Pious (Political Science), Jonathan Rieder (Sociology), William Sharpe (English), Herbert Sloan (History), Neferti Tadiar (Women's, Gender and Sexuality Studies), David Weiman (Economics), Alan Dye (Economics)
Associate Professors: Elizabeth Bernstein (Women's, Gender and Sexuality Studies), Elizabeth Hutchinson (Art History), Kimberly S. Johnson (Political Science), Monica Miller (English)
Assistant Professors: Gergely Baics (History), Elizabeth Esch (History and American Studies), Severin Fowles (Anthropology), Peter Levin (Sociology)
Senior Associate: Katie Glasner (Dance)
Senior Lecturer: Pam Cobrin (English), Margaret Vandenburg (English)
Adjunct Professor: Nancy Woloch (History)
Director of the Center for Research on Women: Janet Jakobsen (Women’s, Gender & Sexuality Studies)

Requirements for the Major

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<td>AMST BC1001</td>
<td>What is American Studies? (Majors are encouraged to complete this course before their sophomore year.)</td>
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1. Majors are encouraged to complete this course before their sophomore year.

2. Foundations in American History (3 courses): Students must take one historically-focused course on the United States in each of the following time periods: pre-1800, 1800-1900, and 1900-Present. Courses can be drawn from a variety of disciplines including, but not limited to, Africana Studies, Art History, English, French, History, Music, Political Science, Sociology, Spanish & Latin American Cultures, Theatre, Urban Studies, and Women’s, Gender and Sexuality Studies. Each student must approve her concentration courses with her American Studies major advisor.

3. Junior Colloquium: AMST BC3401 Junior Colloquium in American Studies. This course offers an introduction to theoretical approaches of American Studies, as well as methods and materials used in the interdisciplinary study of American cultures and society. Offered only in the fall. Students studying abroad in the fall of their junior year will be expected to take the colloquium in the fall of their senior year.

Your Concentration

**Themes**
- Gender and Race
- Race
- Class
- Media and popular culture
- Disability
- Political theory and culture
- Labor, production, and consumption
- Transnational America
- Natural and built environment
- Family and kinship
- Immigration, migration and ethnicity
- Spirituality and belief
- Proposed topic submitted via petition to the Chair

**Historical Period**
- Aboriginal and Columbian period
- Colonial, Revolutionary and Early Republic
- Antebellum America
- Civil War and Reconstruction
- 1900-1945
- 1945-present
- Proposed time period submitted via petition to the Chair

Sample Concentration 1: Natural and Built Environment / 1900-1945

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>AMST BC1510</td>
<td>The Profits of Race. 3 points. Prerequisites: None</td>
<td>3</td>
</tr>
<tr>
<td>AMST BC1001</td>
<td>What is American Studies?. 3 points. Prerequisites: None</td>
<td>3</td>
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<tr>
<td>AMST BC3300</td>
<td>Topics in American Studies: The Wealth of Natives 4 points.</td>
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Sample Concentration 2: Race / Civil War and Reconstruction

<table>
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<tr>
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<td>HIST W3342</td>
<td>The United States In the Era of Civil War and Reconstruction 3 points.</td>
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<td>HIST W3432</td>
<td>The Constitution in Historical Perspective 3 points.</td>
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<tr>
<td>AFRS BC3566</td>
<td>Ethnography of Black America 4 points.</td>
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</table>

AMST BC1001 What is American Studies?. 3 points.
Prerequisites: None
Corequisites: None

What is America? Who is American? How do we live in America? This new lecture course will introduce you to the dynamic, inter-disciplinary field of American Studies.

Spring 2018: AMST BC1001
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment |
-------------|---------------------|----------------|------------|--------|------------|
AMST 1001    | 001/03944           | T Th 11:40am - 12:55pm 304 Barnard Hall | Manu Vimalassery | 3 | 157/200 |

AMST BC1510 The Profits of Race. 3 points.

Does race appear in American life in the ways we make, distribute, and consume goods? If so, how? Through film, literary criticism, history, ethnography and philosophy, this course will examine how race manifests as an economic relationship. We will focus on the legacies of chattel slavery, the interconnections of race and property, and ongoing struggles for racial justice. The course is grounded in what Cedric Robinson has referred to as the “Black radical tradition”: a centuries-long intellectual and political tradition oriented towards contesting the definition of a specific group of people (Black people) as property. We will examine ways that this central economic claim, which underpinned the chattel slavery system, continues to appear in our own society, in prisons, international migration system, residential segregation, underemployment, and other ways.

Fall 2017: AMST BC1510
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment |
-------------|---------------------|----------------|------------|--------|------------|
AMST 1510    | 001/04782           | T Th 11:40am - 12:55pm 304 Barnard Hall | Manu Vimalassery | 3 | 216/240 |

AMST BC3300 Topics in American Studies: The Wealth of Natives. 4 points.

Not offered during 2017-18 academic year.
Indigenous people are often imagined in the distant past, or as living anachronisms in relation to contemporary life. Working against these assumptions, this course examines how Native peoples have survived colonialism, focusing on economic aspects of colonialism in North America. We will look at the long history of Native land struggles, and links between colonial economies and ecological destruction. Themes guiding our inquiry include: the development of wage labor, property law and economic production on Native lands, histories of political and economic dependency, "development" as defined and practiced over Native communities, and Native people's own economic choices. Our inquiry will be oriented towards deepening our ability to critically analyze the colonial situation we live in, and to see Indigenous survivals despite ongoing assaults against life and territory.

AMST BC3401 Junior Colloquium in American Studies. 4 points.
Introduction to the theoretical approaches of American Studies, as well as the methods and materials used in the interdisciplinary study of American society. Through close reading of a variety of texts (e.g., novels, films, essays), we will analyze the creation, maintenance, and transmission of cultural meaning within American society.

Fall 2017: AMST BC3401

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<td>Jennie</td>
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<td>AMST 3401</td>
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<td>Kassanoff</td>
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AMST BC3703 Senior Seminar. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to senior majors. Individual research on topic related to major thematic concentration and preparation of senior thesis.

Fall 2017: AMST BC3703

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<th>Course Number</th>
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AMST BC3704 Senior Seminar. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to senior majors. Individual research on topic related to major thematic concentration and preparation of senior thesis.

Spring 2018: AMST BC3704

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<td>AMST 3704</td>
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<td>Heatherton</td>
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AMST BC3999 Independent Research. 3-4 points.

AMST BC3310 Planet America. 3 points.
This course is a semester-long engagement with the idea of internationalism from the perspective of U.S. culture, history, and politics. We will consider two forms of internationalism: internationalism from above, "imperialism," and internationalism from below, "radical democracy." We will engage long-standing models in the analysis of empire, and focus on cultural, economic, and political dimensions to examine the centrality of imperialism to the United States, and the history of the United States within a context of global histories. On the other hand, radical democratic movements and ideas have long been articulated in relation to the American project. Central to these movements is the necessity of articulating demands for justice not as matters of civil rights, but as human rights. The lectures and readings in this course will engage the body of scholarship known as "transnational American Studies" to think about America, as an idea, a set of institutions, and a way of being, within a larger world.

AMST BC1040 Incarcerating the Crisis. 3 points.
This course focuses on the structures and processes that led the U.S. to build the largest carceral regime on the planet in the post-1970s United States. Through readings, lectures, and original research, students will develop analyses of how this growth coincided with a shift in the racial composition of prisons from majority white to almost seventy percent people of color. Students will develop a number of concept such as race, class, gender, neoliberalism, abolition, policing, and surveillance that are foundational for analyzing the formation of the carceral state.

Spring 2018: AMST BC1040

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<th>Course Number</th>
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AMST BC1041 Critical Approaches to the Study of Ethnicity and Race. 4 points.
This seminar will introduce students to critical theories of race and ethnicity. It will familiarize students with interdisciplinary scholarship on power and difference, with a special focus on the historically specific relationships between race, capitalism, empire, dispossession, migration, political economy, and the U.S. state’s regulation of gender and sexuality. Throughout the course, students will consider the political and economic critiques of race and power that have been articulated by antiracist freedom, anticolonial, feminist, queer of color, and immigrant labor struggles.

Spring 2018: AMST BC1041

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AMST BC3707 Global Radicalism. 4 points.
At the turn of the twentieth century, struggles against racism, capitalism, colonialism, and imperialism encircled the globe. From Irish republicanism in Dublin, Bolshevism in Moscow, revolution in Mexico City, to anti-lynching crusades in Birmingham, as well as all their unanticipated international alliances, these movements represented the largest waves of rebellion hitherto sustained by the global economy. This seminar offers an intensive overview of these various struggles and spaces. Through examination of primary and secondary sources, students will consider radical social movements from distinct yet overlapping cultural and political traditions. We will discuss how participants in these struggles confronted issues of gender, accumulation, and uneven development in their evolving revolutionary theories. Taking a uniquely spatial approach, we will observe how geographies of accumulation emerged alongside sites of global resistance. Throughout the course we will consider the contemporary relevance of these debates, observing how global radicalism might be charted in our present world.
Cross-Listed Courses

Africana Studies (Barnard)

AFRS BC2006 Introduction to the African Diaspora. 3 points.
Interdisciplinary and thematic approach to the African diaspora in the Americas: its motivations, dimensions, consequences, and the importance and stakes of its study. Beginning with the contacts between Africans and the Portuguese in the 15th century, this class will open up diverse paths of inquiry as students attempt to answer questions, clear up misconceptions, and challenge assumptions about the presence of Africans in the 'New World.'

AFRS BC3110 Africana Colloquium. 4 points.
Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 18 students. Priority will be given to Africana majors and CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies).

AFRS BC3120 History of African-American Music. 3 points.
Not offered during 2017-18 academic year.
Survey interrogates the cultural and aesthetic development of a variety of interconnected musical genres - such as blues, jazz, gospel, soul, funk, R&B, hip-hop, classical and their ever changing same/names - viewed as complex human activities daringly danced at dangerous discourses inside and outside the American cultural mainstreams.

AFRS BC3121 Black Women in America. 4 points.
Prerequisites: Students must attend first day of class and admission will be decided then. Priority will be given to CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies). Enrollment limited to 20 students. Examines the roles of black women in the U.S. as thinkers, activists and creators during the nineteenth and twentieth centuries. Focusing on the intellectual work, social activism and cultural expression of African American women, we examine how they understood their lives, resisted oppression and struggled to change society. We will also discuss theoretical frameworks (such as "double jeopardy," or "intersectionality") developed for the study of black women. The seminar will encourage students to pay particular attention to the diversity of black women and critical issues facing Black women today. This course is the same as WMST BC3121.

Anthropology (Barnard)

ANTH UN2005 Ethnographic Imagination. 3 points.
Introduction to the theory and practice of "ethnography"—the intensive study of peoples' lives as shaped by social relations, cultural images, and historical forces. Considers through critical reading of various kinds of texts (classic ethnographies, histories, journalism, novels, films) the ways in which understanding, interpreting, and representing the lived words of people—at home or abroad, in one place or transnationally, in the past or the present—can be accomplished.

ANTH UN3040 Anthropological Theory I. 4 points.
Open to majors; all others with instructor's permission.
Prerequisites: an introductory course in anthropology. Institutions of social life. Kinship and locality in the structuring of society. Monographs dealing with both literate and nonliterate societies will be discussed in the context of anthropological fieldwork methods.

ANTH UN3041 Anthropological Theory II. 3 points.
Prerequisites: Required of all Barnard Anthropology majors; open to other students with instructorâ€™s permission only. To be taken in conjunction with ANTH 3040, preferably in sequence. The second of a two semester sequence intended to introduce departmental majors to key readings in social theory that have been constitutive of the rise and contemporary practice of modern anthropology. The goal is to understand historical and current intellectual debates within the discipline. This course replaces ANTH V 3041 - Theories of Culture: Past and Present.

ANTH UN3300 Pre-Columbian Histories of Native America. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement Enrollment limited to 40.
This course explores 10,000 years of the North American archaeological record, bringing to light the unwritten histories of Native Americans prior to European contact. Detailed consideration of major pre-Columbian sites is interwoven with the insight of contemporary native peoples to provide both a scientific and humanist reconstruction of the past.

ANTH BC3868 Ethnographic Field Research in New York City. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.
Prerequisites: Recommended for majors prior to the senior year. Open to non-majors by permission of the instructor. Enrollment limited to 20 students.

A seminar-practicum on field research in New York City. Exploration of anthropological field research methods followed by supervised individual field research on selected topics in urban settings.

Spring 2018: ANTH BC3868

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<th>Course Number</th>
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<td>W 10:10am - 12:00pm</td>
<td>Lesley Sharp</td>
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ANTH V3907 Posthumanism. 4 points.

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2017-18 academic year.

Explores what a post-human anthropology might look like. Readings draw from anthropology, actor-network theory, science studies, media studies, and science fiction.

ANTH V3950 Anthropology of Consumption. 4 points.

Enrollment limited to 20. Not offered during 2017-18 academic year.

Prerequisites: the instructor's permission.

Examines theories and ethnographies of consumption, as well as the political economy of production and consumption. Compares historic and current consumptive practices, compares exchange-based economies with post-Fordist economies. Engages the work of Mauss, Marx, Godelier, Baudrillard, Appadurai, and Douglas, among others.

ANTH V3954 Bodies and Machines: Anthropologies of Technology. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: the instructor's permission.

Examines how bodies become mechanized and machines embodied. Studies shifts in the status of the human under conditions of capitalist commodification and mass mediation. Readings consist of works on the fetish, repetition and automaticity, reification, and late modern technoprosthesis.

ANTH V3960 The Culture of Public Art and Display In New York City. 4 points.

Enrollment limited to 16. Not offered during 2017-18 academic year.

Prerequisites: Students must sign-up in the Anthropology Department prior to registering for this course.

A field course and seminar considering the aesthetic, political, and sociocultural aspects of selected city museums, public spaces, and window displays.

ANTH UN3966 Culture and Mental Health. 4 points.

Enrollment limited to 20.

Prerequisites: the instructor's permission. Limited to juniors & seniors. This course considers mental disturbance and its relief by examining historical, anthropological, psychoanalytic and psychiatric notions of self, suffering, and cure. After exploring the ways in which conceptions of mental suffering and abnormality are produced, we look at specific kinds of psychic disturbances and at various methods for their alleviation.

ANTH V3969 Specters of Culture. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: the instructor’s permission.

Pursues the spectral effects of culture in the modern. Traces the ghostly remaniders of cultural machineries, circuitries of voice, and representational forms crucial to modern discourse networks through a consideration of anthropologically significant, primarily nonwestern sites and various domains of social creation - performance, ritual practice, narrative production, and technological invention.

ANTH V3974 Lost Worlds, Secret Spaces: Modernity and the Child. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: the instructor’s permission.

Examines the figure of the child in modernity. Study of children and the delineation of a special time called childhood have been crucial to the modern imagination; for example, the child tended to be assimilated to the anthropological notion to the “primitive” (and vice versa), with repercussions ranging from psychoanalysis to painting, from philosophy to politics. Engages the centrality of the child through interdisciplinary readings in anthropology, history, children’s literature, art criticism, educational theory, and psychology.

ANTH V3980 Nationalism. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: the instructor’s permission. Intended for seniors, but not necessarily anthropology majors.

This course will cover the basic readings in the contemporary debate over nationalism. It will cover different disciplinary approaches and especially look at recent studies of nationalism in the formerly colonial world as well as in the industrial West. The readings will offer a mix of both theoretical and empirical studies. The readings include the following: 1) Eric Hobsbawm’s Nationalism since 1780; 2) Ernest Gellner’s Nations and Nationalism; 3) Benedict Anderson’s Imagined Communities; 4) Anthony Smith’s The Ethnic Origins of Nations; 5) Linda Colley’s Britons; 6) Peter Sahlins’s Boundaries; and 7) Partha Chatterjee’s The Nation and Its Fragments.

Architecture (Barnard)

ARCH V3114 Making the Metropolis: Urban Design and Theories of the City since 1850. 3 points.


Not offered during 2017-18 academic year.

Introduces the project of understanding modern cities, focusing on theories, practices and examples in Europe and North America since 1850. The global reach of Euro-American ideas will also be examined. There are two primary goals: to investigate diverse strategies of urban development and to evaluate the social implications of built form. Course material includes built projects as well as unbuilt and theoretical work, all of which shaped how architects and planners interpreted the city.
Comparative Literature (Barnard)

CLIA GU3660 Mafia Movies: From Sicily to The Sopranos. 3 points.
Examines representations of the mafia in American and Italian film and literature. Special attention to questions of ethnic identity and immigration. Comparison of the different histories and myths of the mafia in the U.S. and Italy. Readings includes novels, historical studies, and film criticism. Limit 35

Spring 2018: CLIA GU3660
Course Section/Call Number Times/Location Instructor Points Enrollment
CLIA 3660 001/01188 W 6:10pm - 10:00pm 328 Milbank Hall Nelson Moe 3 9/35

Dance (Barnard)

DNCE BC2565 World Dance History. 3 points.

Investigates the multicultural perspectives of dance in major areas of culture, including African, Asian, Hispanic, Indian, Middle Eastern, as well as dance history of the Americas through reading, writing, viewing, and discussion of a wide range of resources. These include film, original documents, demonstration, and performance.

Spring 2018: DNCE BC2565
Course Section/Call Number Times/Location Instructor Points Enrollment
DNCE 2565 001/06751 M W 11:40am - 12:55pm 202 Milbank Hall Seth Williams 3 30

DNCE BC2570 Dance in New York City. 3 points.

Study of the cultural roots and historical contexts of specific communities using New York City’s dance scene as a laboratory. Students observe the social environments in which various modes of dance works are created while researching the history of dance in New York City. Course includes attendance at weekly events, lecture-demonstrations, and performances.

Fall 2017: DNCE BC2570
Course Section/Call Number Times/Location Instructor Points Enrollment
DNCE 2570 001/03542 T Th 11:40am - 12:55pm 409 Barnard Hall Marjorie Folkman 3 25/25
DNCE 2570 002/04251 T Th 2:40pm - 3:55pm 409 Barnard Hall Marjorie Folkman 3 25/27

Spring 2018: DNCE BC2570
Course Section/Call Number Times/Location Instructor Points Enrollment
DNCE 2570 001/03542 M W 2:40pm - 3:55pm L104 Diana Center Siobhan Burke 3 27/32

DNCE BC2575 Choreography for the American Musical. 3 points.

Not offered during 2017-18 academic year.

Prerequisites: Suggested DNCE BC2560, BC2566, BC2570
Explores the history and evolution of American Musical Theater dance, a uniquely American art form, with special focus on the period known as “The Golden Era.” Analysis of the genre’s most influential choreographers (including Balanchine, de Mille, Robbins), their systems, methodologies and fusion of high and low art on the commercial stages.

DNCE BC2580 Tap as an American Art Form. 3 points.

Prerequisites: DNCE BC1446 or equivalent experience. Studio/lecture format focuses on tap technique, repertory, improvisation, and the development of tap explored through American history, jazz music, films, videos, and biographies.

Fall 2017: DNCE BC2580
Course Section/Call Number Times/Location Instructor Points Enrollment
DNCE 2580 001/04868 M W 4:10pm - 5:25pm 110 Barnard Hall Annex Margaret Morrison 3 11

DNCE BC3001 Western Theatrical Dance from the Renaissance to the 1960s. 3 points.

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance.

Fall 2017: DNCE BC3001
Course Section/Call Number Times/Location Instructor Points Enrollment
DNCE 3001 001/02201 M W 11:40am - 12:55pm 302 Barnard Hall Seth Williams 3 8

DNCE BC3570 Latin American and Caribbean Dance: Identities in Motion. 3 points.

Not offered during 2017-18 academic year.

Examines the history and choreographic features of Latin American and Caribbean dance forms. Dances are analyzed in order to uncover the ways in which dancing shapes national, racial, and gender identities. Focuses on the globalization of these dances in New York City.

DNCE BC3574 Inventing the Contemporary: Dance Since the 1960s. 3 points.

Explores modern/contemporary dance in the United States and Europe since the 1960’s. Major units are devoted to the Judson Dance Theater and its postmodernist aftermath, Tanztheater and European dance revisionism, and African-American dance and the articulation of an aesthetic of cultural hybridity.

DNCE BC3578 Traditions of African-American Dance. 3 points.

Not offered during 2017-18 academic year.

Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on...
American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity.

DNCE BC3583 Gender and Historical Memory in American Dance of the 1930's to the Early 1960's. 3 points.

Prerequisites: One course in dance history/studies or permission of the instructor.
Explores the question of why so many women dancer/choreographers of the 1930's - to the early 1960's, including relatively well-known ones, have ended up as peripheral rather than central players in what has become the master narrative of a crucial era of the recent dance past.

DNCE BC3980 Performing the Political: Embodied Change in American Performance. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students. Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.

Economics (Barnard)

ECON BC2010 The Economics of Gender. 3 points.
Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons.

ECON BC3011 Inequality and Poverty. 3 points.
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor.
Conceptualization and measurement of inequality and poverty, poverty traps and distributional dynamics, economics and politics of public policies, in both poor and rich countries.

ECON BC3012 Economics of Education. 3 points.
Prerequisites: ECON BC3035 and ECON BC2411 or permission of the instructor.
Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms.

ECON BC3013 Economic History of the United States. 3 points.
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor.

Economic transformation of the United States from a small, open agrarian society in the late colonial era to the leading industrial economy of the 20th century. Emphasis is given to the quantitative, institutional, and spatial dimensions of economic growth, and the relationship between the changing structures of the economy and state.

ECON BC3019 Labor Economics. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3035, or permission of the instructor.
Factors affecting the allocation and remuneration of labor; population structure; unionization and monopsony; education and training, mobility and information; sex and race discrimination; unemployment; and public policy.

ECON UN3265 The Economics of Money and Banking. 3 points.
Prerequisites: ECON BC3033 and ECON BC3035 or the equivalent.
Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.

Education (Barnard)

EDUC BC3032 Contemporary Issues in Education. 4 points.
Prerequisites: the instructor’s permission. Course enrollment will be determined after the first class meeting; application is available on CourseWorks. Open to all students; preference given to Urban Teaching, Education Studies and Urban Studies students.
Contemporary Issues in Education is an introduction to the range of intellectual dilemmas that are a part of American schooling through the illumination of the various social, philosophical, economic, and institutional forces that shape the learning environment. The topics serve to promote critical thought of educational dilemmas stemming from issues such as power and authority, the intersection of race, gender, socio-economic inequity, and challenges that confront students such as identity, marginalization and resiliency. This course is open to all students interested in investigating one's best “fit” in the education realm, which may include classroom teaching, educational policy, reform, and NGO-based involvement.

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<tr>
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<td>Ashley</td>
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<td>ECON 3013</td>
<td>001/02981</td>
<td>M W 10:10am - 11:25am</td>
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<td>ECON 3019</td>
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<td>ECON 3265</td>
<td>001/05362</td>
<td>M W 2:40pm - 3:55pm</td>
<td>Jose Cao-Alvira</td>
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<td>ECON 3265</td>
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ENGL BC3129 Explorations of Black Literature: Early African-American Lit. 1760-1890. 3 points.

Prerequisites: Enrollment limited to 18 students. Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered.

ENGL BC3130 The American Cowboy and the Iconography of the West. 3 points.

We will consider the image and role of the cowboy in fiction, social history, film, music, and art. Readings will include Cormac McCarthy's "The Border Trilogy.

ENGL BC3144 Black Television. 4 points.

Prerequisites: Enrollment limited to 16 students. Exploration of Black Theater, specifically African-American performance traditions, as an intervening agent in racial, cultural, and national identity. African-American theatre artists to be examined include Amiri Baraka, Kia Corthron, W.E.B. Du Bois, Angelina Grimke, Langston Hughes, Georgia Douglas Johnson, Adrienne Kennedy, Suzan-Lori Parks, Adrian Piper, and August Wilson. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

ENGL BC3179 American Literature to 1800. 3 points.

BC: Fulfillment of General Education Requirement: Literature (LIT). Early American histories, autobiographies, poems, plays, and novels tell stories of pilgrimage and colonization; private piety and public life; the growth of national identity; Puritanism, Quakerism, and Deism; courtship and marriage; slavery and abolition. Writers include Bradford, Shepard, Bradstreet, Taylor, Rowlandson, Edwards, Wheatley, Franklin, Woolman, and Brown.

ENGL BC3180 American Literature, 1800-1870. 3 points.

Texts from the late Republican period through the Civil War explore the literary implications of American independence, the representation of Native Americans, the nature of the self, slavery and abolition, gender and woman's sphere, and the Civil War. Writers include Irving, Emerson, Poe, Fuller, Thoreau, Douglass, Stowe, Jacobs, Whitman, and Dickinson.

ENGL BC3181 American Literature, 1871-1945. 3 points.

This interdisciplinary course situates late nineteenth- and early twentieth-century American literature within the context of historical and cultural change. Students read works by Whitman, Melville, Twain, James, Griggs, Wharton, Cather, Faulkner, and Hurston alongside political and cultural materials including Supreme Court decisions, geometric treatises, composite photography and taxidermic tableaux.

ENGL BC3182 American Fiction. 3 points.

Not offered during 2017-18 academic year.

American fiction from the 18th to the early 20th centuries. Writers include Rowson, Hawthorne, Melville, Alcott, Twain, James, Wharton, Faulkner, Wright.

ENGL BC3183 American Literature since 1945. 3 points.

In the wake of World War II, the so-called American Century rises out of the ashes of fascism, haunted by the specter of bombs blurring the boundary between victory and defeat. An ideological civil war ensues, punctuated by literary resistance to grand narratives and their discontents. Authors include Ellison, O'Connor, Ginsberg, Bishop, Pynchon, Robinson, Merrill, Morrison, Didion, and Wallace.
ENGL BC3196 Home to Harlem: Literature of the Harlem Renaissance. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 20 students.
In the spring of 2016, ENGL 3196y will be centered on the relationship between art, activism and social justice as this relationship was developed during the Harlem Renaissance and beyond. Exploring the cultural contexts and aesthetic debates that animated Harlem in 1920s to 1930s, the course will focus on the politics of literary and theatrical production, and explore the fashioning and performance of New Negro identity through fiction, poetry, essays, and artwork, with special attention to theater/performance. This course will partner with Harlem's National Black Theater and work toward an understanding of the relationship between art/literature and socio-political change through the NBT's spring 2016 production of Dominique Morisseau's Blood on the Root, a multi-genre performance piece on racial injustice inspired by the 2006 Jena Six case in Louisiana.

Environmental Science (Barnard)
EESC BC3040 Environmental Law. 3 points.
Process-oriented introduction to the law and its use in environmental policy and decision-making. Origins and structure of the U.S. legal system. Emphasis on litigation process and specific cases that elucidate the common law and toxic torts, environmental administrative law, and environmental regulation through application and testing of statutory law in the courts. Emphasis also on the development of legal literacy, research skills, and writing.

Spring 2018: EESC BC3040
Course Number: EESC 3040
Section/Call Number: 001/06952
Times/Location: T Th 8:40am - 9:55am
Instructor: Elena Neascu
Points: 3
Enrollment: 28/32

Human Rights Studies (Barnard)
HRTS BC1025 Human Rights in Theory and Practice. 3 points.
Provides a broad overview of the rapidly expanding field of human rights. Lectures on the philosophical, historical, legal and institutional foundations are interspersed with weekly presentations by frontline advocates from the U.S. and overseas.

Spring 2018: HRTS BC1025
Course Number: HRTS 1025
Section/Call Number: 001/05170
Times/Location: T Th 10:10am - 11:25am
Instructor: J. Paul Martin
Points: 51/58
Enrollment: 32/32

HRTS UN3001 Introduction to Human Rights. 3 points.
Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally.

Fall 2017: HRTS UN3001
Course Number: HRTS 3001
Section/Call Number: 001/69233
Times/Location: M W 2:40pm - 3:55pm
Instructor: Andrew Nathan
Points: 150/170
Enrollment: 3

History (Barnard)
HIST BC1402 Survey of American Civilization Since the Civil War. 4 points.
Examines the major intellectual and social accommodations made by Americans to industrialization and urbanization; patterns of political thought from Reconstruction to the New Deal; selected topics on post-World War II developments.

Spring 2018: HIST BC1402
Course Number: HIST 1402
Section/Call Number: 001/02332
Times/Location: M W 10:10am - 11:25am
Instructor: McCaughey
Points: 4
Enrollment: 35/90

HIST BC2413 The United States, 1940-1975. 3 points.
Emphasis on foreign policies as they pertain to the Second World War, the atomic bomb, containment, the Cold War, Korea, and Vietnam. Also considers major social and intellectual trends, including the Civil Rights movement, the counterculture, feminism, Watergate, and the recession of the 1970s.

Fall 2017: HIST BC2413
Course Number: HIST 2413
Section/Call Number: 001/07891
Times/Location: M W 11:40am - 12:55pm
Instructor: Mark Carnes
Points: 3
Enrollment: 144/160

HIST BC2424 Approached by Sea: Early American Maritime Culture. 3 points.
Thematically and chronologically ordered narrative of the impact of the Atlantic Ocean and its tidal tributaries upon the beginnings and subsequent development of the American colonies and of the Early American Republic. Special stress will be placed upon the physical givens and cultural implications of the coastal environment in which early Americans went about their lives.

Music
MUSI V2010 Rock. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: HUMA W1123 or the equivalent.
Historical survey of rock music from its roots in the late 1940s to the present day.

MUSI UN2016 Jazz. 3 points.
The musical and cultural features of jazz, beginning in 1900.
MUSI V2020 Salsa, Soca, and Reggae: Popular Musics of the Caribbean. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
A survey of the major syncratic urban popular music styles of the Caribbean, exploring their origins, development, and sociocultural context.

MUSI V3420 The Social Science of Music. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: HUMA W1123 or the equivalent.
An introduction to the field of ethnomusicology in the context of the intellectual history of music scholarship. IN FALL 2011, THIS COURSE WILL BE OFFERED TR 6:10-7:25 IN RM 622 DODGE.

MUSI W4420 Music and Property. 0 points.
Not offered during 2017-18 academic year.
Prerequisites: the instructor’s permission.
This courses raises the questions: 1) What does it mean to “own” music?, 2) In what senses can music be conceptualized as “property?”; and 3) How do divergent understandings of music's status as "property" shape contemporary debates and discourses in the particular areas of disputes over “illegal downloading” of copyrighted music and the “repatriation” of Native American musical recordings as “cultural property?” Several relevant major recent statements will be considered and responses discussed. Case studies from ethnomusicological, anthropological, media studies and legal literatures engage issues of appropriation, the role of new technologies in shifting the terrain of musical ownership will be studied. Hands-on look at the Columbia Center for Ethnomusicology’s ongoing projects to repatriate historic recordings of Native American music (currently “owned” by Columbia University) to the Navajo and Inupiat tribes.

Not offered during 2017-18 academic year.
Prerequisites: the instructor’s permission.
An examination of the new jazz that emerged shortly after the middle of the 20th century. The seminar will include the work of musicians such as Ornette Coleman, Cecil Taylor, Don Cherry. Anthony Braxton, Carla Cley, Albert Ayler, and the Arts Ensemble of Chicago; the economics and politics of the period; parallel developments in other arts; the rise of new performance spaces, recording companies, and collectives; and the accomplishments of the music and the problems it raised for jazz performance and criticism.

MUSI GU4540 Histories of Post-1960’s Jazz. 3 points.
Prerequisites: HUMA W1123 or the equivalent.
Historiographical issues surrounding the performance of jazz and improvised musics after 1960. Topics include genre and canon formation, gender, race, and cultural nationalisms, economics and infrastructure, debates around art and the vernacular, globalization, and media reception. Reading knowledge of music is not required.

Philosophy (Barnard)

PHIL UN2110 Philosophy and Feminism. 4 points.
Is there an essential difference between women and men? How do questions about race conflict or overlap with those about gender? Is there a “normal” way of being “queer”? Introduction to philosophy and feminism through a critical discussion of these and other questions using historical and contemporary texts, art, and public lectures. Focus includes essentialism, difference, identity, knowledge, objectivity, and queerness.

Fall 2017: PHIL UN2110
Course Number Section/Call Number Times/Location Instructor Points Enrollment
PHIL 2110 001/19570 M W 11:40am - 12:55pm 833 Seeley W. Mudd Building Christian Mercer 4 85/110

Political Science (Barnard)

POLS UN1201 Introduction To American Government and Politics. 4 points.
Lecture and discussion. Dynamics of political institutions and processes, chiefly of the national government. Emphasis on the actual exercise of political power by interest groups, elites, political parties, and public opinion.

Fall 2017: POLS UN1201
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 1201 001/16294 M W 8:40am - 9:55am 417 International Affairs Bldg Justin Phillips 4 359/400

POLS UN3212 Environmental Politics. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Prerequisites: None. Some knowledge of American politics and government (i.e. prior high school or college coursework) is recommended. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap). \n\n"L" sign-up through myBarnard.
The political setting in which environmental policy-making occurs. The course will focus on grassroots and top-down policy-making in the United States with some comparative examples. Topics include the conservation movement and national agenda politics, pollution control and iron triangle politics, alternative energy policy and subsidy politics, climate change and issue networks, and transnational environmental issues and negotiation of international policy regimes. (Cross-listed by the American Studies Program.)

Fall 2017: POLS UN3212
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3212 001/06299 M W 2:40pm - 3:55pm LIT104 Diana Center Richard Pious 3 18/50

POLS BC3254 First Amendment Values. 3 points.
Prerequisites: POLS W1201 or an equivalent. Not an introductory course. Not open to students who have taken the colloquium POLS BC3302. Enrollment limited to 25 students; L-course sign-up.
Examines the first amendment rights of speech, press, religion and assembly. In-depth analysis of landmark Supreme Court rulings provides the basis for exploring theoretical antecedents as well as contemporary applications of such doctrines as freedom of association, libel, symbolic speech, obscenity, hate speech, political
speech, commercial speech, freedom of the press and religion. (Cross-listed by the American Studies Program.)

Spring 2018: POLS BC3254

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POLS V3313 American Urban Politics. 3 points.
Not offered during 2017-18 academic year.

Patterns of government and politics in America’s large cities and suburbs: the urban socioeconomic environment; the influence of party leaders, local officials, social and economic notables, and racial, ethnic, and other interest groups; mass media, the general public, and the state and federal governments; and the impact of urban governments on ghetto and other urban conditions. As of academic year 2016-2017, this course is now POLS 3213.

POLS BC3331 * Colloquium on American Political Decisionmaking. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Readings on decisionmaking, policy analysis, and the political setting of the administrative process. Students will simulate an ad hoc Cabinet Committee assigned to prepare a presidential program to deal with aspects of the foreign aid program involving hunger and malnutrition. (Cross-listed by the American Studies Program and by the Athena Center for Leadership Studies.)

POLS BC3332 * Colloquium on Exploring Political Leadership in the U.S.. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Exploration of the effect of political leadership on political outcomes in the United States, with special attention to how individual characteristics, like personality, political style, ideology, gender, race and class, interact with the political environment in shaping political outcomes. (Cross-listed by the American Studies Program and by the Athena Center for Leadership Studies.)

POLS BC3521 Civil Rights and Civil Liberties. 3 points.
Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Not an introductory-level course. Not open to students who have taken the colloquium POLS BC3326. Enrollment limited to 25 students; L-course sign-up through eBear (http://ebear.barnard.edu). Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Explores seminal caselaw to inform contemporary civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, takings law, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty. (Cross-listed by the American Studies and Human Rights Programs.)

Fall 2017: POLS BC3521

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POLS W4316 The American Presidency. 3 points.
Not offered during 2017-18 academic year.


Growth of presidential power, creation and use of the institutionalized presidency, presidential-congressional and presidential-bureaucratic relationships, and the presidency and the national security apparatus. (Cross-listed by the American Studies Program.)

Religion (Barnard)

RELI V2505 Intro to Judaism. 3 points.
A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations.

RELI V2645 Religion in Black America: An Introduction. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2017-18 academic year.

Undergraduate lecture course introducing students to the study of African American religion. While there are no required prerequisites for the course, prior coursework in religious studies or African American history is helpful. This course progresses as a historical survey and is intended to introduce students to important themes in African American (thus American) religious history (i.e. migration, urbanization, nationalism) through a rich engagement with the religious practices and traditions of black communities. Primary attention is given to Afro-Protestantism in North America; however, throughout the course attention is directed to religious diversity and varying religious traditions/practices in different diasporic locales. While this is a lecture course, students are expected to arrive each week having completed assigned readings and prepared to make informed contributions to class discussions (as class size allows). By the end of the semester students will be expected to possess a working knowledge of major themes/figures/traditions in African American religious life, as well as key questions that have shaped the study thereof.

RELI V3602 Religion in America I. 3 points.

Survey of American religion from the Civil War to the present, with the emphasis on the ways religion has shaped American history, culture, identity.
RELI V3603 Religion in America II. 3 points.
Survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity.

RELI V3604 Religion in the City. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Not offered during 2017-18 academic year.

Uses the city to address and investigate a number of central concepts in the study of religion, including ritual, community, worldview, conflict, tradition, and discourse. We will explore together what we can learn about religions by focusing on place, location, and context.

RELI V3610 Religion in American Film. 3 points.

Exploration of relationships between religion and popular film with particular attention to the way religious narratives and symbols in film uphold and critique norms of race, class, and gender in the formation of American societal institutions (political structures, economy, family and community organization).

RELI V3650 Religion and the Civil Rights Movement. 3 points.
Not offered during 2017-18 academic year.

Examination of the role of religion in the drive for civil rights during the 1950s and 1960s. The course will look at the role of activists, churches, clergy, sermons, and music in forging the consensus in favor of civil rights.

RELI V3651 Evangelicalism. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Not offered during 2017-18 academic year.

Survey of evangelicalism, "America's folk religion," in all of its various forms, including the holiness movement, fundamentalism, pentecostalism, the charismatic movement, neoevangelicalism, the sanctified tradition, and various ethnic expressions. The course will examine the origins of evangelicism, its theology, and the cultural and political involvement of American evangelicals.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).
Not offered during 2017-18 academic year.

Examination of the relationship between scientific and religious ideas, with particular reference to American culture in the twentieth century. Explores the impact of such events as the Scopes trial and the popular faith in science and technology of the religious attitudes and beliefs of 20th-century Americans.

Not offered during 2017-18 academic year.

This seminar examines the changing purpose and meaning of marriage in the history of the United States from European colonization through contemporary debates over gay marriage. Topics include religious views of marriage, interracial marriage, and the political uses of the institution.

RELI W4620 Religious Worlds of New York. 4 points.
This seminar teaches ethnographic approaches to studying religious life with a special focus on urban religion and religions of New York. Students develop in-depth analyses of religious communities using these methods. Course readings address both ethnographic methods and related ethical and epistemological issues, as well as substantive topical issues of central importance to the study of urban religion, including transnationalism and immigration, religious group life and its relation to local community life, and issues of ethnicity, race and cosmopolitanism in pluralistic communities.

RELI W4640 Religion in the American Public Sphere. 4 points.
Not offered during 2017-18 academic year.

Introduction to questions surrounding the relationships between religion and the public sphere in the United States. Approaches topics of civil religion, church-state relations, religious pluralism in the public sphere, and the role of congregations in local communities using sociological theories and methods.

RELI W4645 American Protestant Thought. 4 points.
Not offered during 2017-18 academic year.

Looks at the relation between inquiry and imagination in selected religious writers and writers on religion in the American Protestant tradition. How does imagination serve inquiry? What are the objects of inquiry in these writings? Most of these authors reflect explicitly on imagination and inquiry, in addition to providing examples of both at work on religious topics.

RELI W4660 Religious History of New York. 4 points.
Not offered during 2017-18 academic year.

Survey of religious life in New York City, from the English conquest of 1684 through changes to the immigration laws in 1965.

RELI W4670 Native American Religions. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Limited to 20 students. Examines the varieties of Native American religions and spirituality, from contact to the present, including a look at the effects of European religions on Native American traditions.

RELI W4721 Religion and Social Justice. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Sophomore standing. Examines current debates on three topics (religious reasons in public discourse, human rights, and democracy). Also looks briefly at some uses of the Exodus story, focusing on Michael Walzer's study of its political uses, Edward Said's criticism of Walzer's use of it in connection with contemporary Israel, and its role in debates among African Americans in the nineteenth century.

RELI W4803 Religion Vs. The Academy. 4 points.
Prerequisites: Sophomore Standing. At least one course in Religion.
Today we hear heated debates about the proper aims of education in relation to those of religion. The impact of the David Project’s "Columbia Unbecoming" on the Department of MESAAS and the university as a whole (2008) is a case in point. More recently (2014), in response to threatened legal action from the Hindu right, Penguin Press of India has withdrawn Wendy Doniger’s book "The Hindus" from circulation, generating an international controversy. This course focuses on case studies from India and the United States-sometimes parallel, sometimes divergent, sometimes overlapping. Wendy Doniger and Gurinder Singh Mann will be guests.

RELI W4805 Secular and Spiritual America. 4 points.
Priority given to majors and concentrators.
Are Americans becoming more secular or more spiritual (not religious), or both? What are the connections between secularism and what is typically called non-organized religion or the spiritual in the United States? We will address these questions by looking at some of the historical trajectories that shape contemporary debates and designations (differences) between spiritual, secular and religious.

Sociology (Barnard)

SOCI UN2208 Culture in America. 3 points.
Corequisites: General Education Requirement: Social Analysis (SOC). The values and meanings that form American pluralism. The three sections explore taste, consumption, and art; moral conflict, religion and secularism; identity, community and ideology. Examples range widely: Individualism, liberalism and conservatism; Obama’s "transracial" endeavor; the food revolution; struggles over family and sexuality; multiculturalism; assimilation and immigration.

Spring 2018: SOCI UN2208
Course Number/Section/Call Number: Times/Location: Instructor: Points: Enrollment:
SOCI 2208 D01/01114 T Th 10:10am - 11:25am: Jonathan Rieder: 3: 43/58

SOCI V3208 Unity and Division in the Contemporary United States: A Sociological View. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Not offered during 2017-18 academic year.
Conflict and unity in the U.S.: the tensions of individualism and communalism; the schism between blue and red states; culture war; the careers of racism and anti-Semitism; identity politics and fragmentation; immigration and second generation identities; the changing status of whiteness and blackness; cultural borrowing and crossover culture.

SOCI V3220 Masculinity: A Sociological View. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Not offered during 2017-18 academic year.
Prerequisites: One introductory course in Sociology is suggested. Examines the cultural, political, and institutional forces that govern masculinity. Focuses on various meanings of "being a man" and the effects these different types of masculinity have on both men and women. Explores some of the variation among men and relationships between men and women.

SOCI V3227 The Sociology of U.S. Economic Life. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: one introductory course in sociology is recommended. Examines the social forces that shape market behavior: ideologies of liberalism and conservatism; the culture of commodities and consumption; income, class, and quality of life; the immigrant economy; life in financial institutions; the impact of the global economy.

SOCI UN3235 Social Movements: Collective Action. 3 points.
Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women's movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

Fall 2017: SOCI UN3235
Course Number: Section/Call Number: Times/Location: Instructor: Points: Enrollment:
SOCI 3235 001/01592 M W 4:10pm - 5:25pm: 324 Milbank Hall: Marnie Brady: 3: 20

SOCI V3247 The Immigrant Experience, Old and New. 3 points.
Not offered during 2017-18 academic year.
The immigrant experience in the United States. Topics include ideologies of the melting pot; social, cultural, and economic life of earlier immigrants; the distinctiveness of the African-American experience; recent surge of "new" immigrants (Asians, Latinos, West Indians); and changing American views of immigration.

SOCI UN3264 The Changing American Family. 3 points.
Worries and debates about the family are in the news daily. But how in fact is "the family" changing? And why? This course will study the family from a sociological perspective with primary emphasis on continuity and change in different historical eras. We'll examine how the diversity of family life and constellations of intimacy and care are shaped by gender, race, ethnicity, socioeconomic status, and sexuality. Discussion section (required) will engage with readings as well as events in the news/social media of interest to students.

SOCI W3277 Post-Racial America?. 3 points.
Not offered during 2017-18 academic year.
What is race? Is the US a post-racial society? Is such a society desirable? Is a post-racial society necessarily a just and egalitarian one? We consider these questions from ethnographic, historical, and theoretical perspectives. Topics discussed include intersectionality, multiracial identity, colorism, genetics, and the race and/or class debate.

SOCI UN3302 Sociology of Gender. 3 points.
**Prerequisites:** One introductory course in Sociology suggested. Examination of factors in gender identity that are both universal (across time, culture, setting) and specific to a social context. Social construction of gender roles in different settings, including family, work, and politics. Attention to the role of social policies in reinforcing norms or facilitating change.

**SOCI BC3903 Work and Culture. 4 points.**  
Sociological approaches to understanding work and culture. Theoretical underpinnings of workplace interactions, with attention to ethnographies of work across a range of organizations. Examines changes in work due to technological advances and globalization. Special emphasis on gender.

**SOCI BC3909 Ethnic Conflict and Unrest. 4 points.**  
Not offered during 2017-18 academic year.

**Prerequisites:** Sophomore Standing. SOCI BC1003 or permission of the instructor. Enrollment limited to 20 students.

Post-1965 immigration in the U.S. has prompted conflicts between new immigrant groups and established racial and ethnic groups. This seminar explores ethnic conflict and unrest that takes place in the streets, workplace, and everyday social life. Focus is on sociological theories that explain the tensions associated with the arrival of new immigrants.

**SOCI W3936 Sociology and the Public. 4 points.**  
Not offered during 2017-18 academic year.

**Prerequisites:** Sociological Imagination (SOCI V1202) or The Social World (SOCI W1000) (not required).

This course explores how sociologists address pressing public concerns. With a focus on contemporary American issues, we will discuss: (1) how particular problems are identified; (2) what resolutions are put forth, who is likely to achieve them, and how; (3) what the audience is (and should be) for such work.

**Spanish and Latin American Cultures (Barnard)**

**SPAN UN3350 Hispanic Cultures II: Enlightenment to the Present. 3 points.**  
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course surveys cultural production of Spain and Spanish America from the eighteenth to the twenty-first centuries. Students will acquire the knowledge needed for the study of the cultural manifestations of the Hispanic world in the context of modernity. Among the issues and events studied will be the Enlightenment as ideology and practice, the Napoleonic invasion of Spain, the wars of Spanish American independence, the fin-de-siècle and the cultural avant-gardes, the wars and revolutions of the twentieth century (Spanish Civil War, the Mexican and Cuban revolutions), neoliberalism, globalization, and the Hispanic presence in the United States. The goal of the course is to study some key moments of this trajectory through the analysis of representative texts, documents, and works of art. Class discussions will seek to situate the works studied within the political and cultural currents and debates of the time. All primary materials, class discussion, and assignments are in Spanish. This course is required for the major and the concentration in Hispanic Studies.
Theatre (Barnard)


Prerequisites: Enrollment limited. Permission given by instructor only at first meeting.

Students attend a variety of performances as well as a weekly lab meeting. Emphasis on expanding students’ critical vocabulary and understanding of current New York theatre and its history. Section on contemporary New York theatre management and production practices.

ENTH BC3139 Modern American Drama and Performance. 4 points.


Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 16 students. Sign-up with the English Department is required. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. The date, time, and location that sign-up sheets go up is listed here: http://english.barnard.edu/sign-ups

Modern American drama in the context of theatrical exploration, cultural contestation, performance history, and social change. Playwrights include Cotherson, Gaspell, O’Neill, Odets, Wilder, Stein, Williams, Miller, Hansberry, Albee, Fornes, Kennedy, Mamet, Parks, and Ruhl.

ENTH BC3144 Black Theatre. 4 points.

Prerequisites: Enrollment limited to 16 students. Exploration of Black Theater, specifically African-American performance traditions, as an intervening agent in racial, cultural, and national identity. African-American theatre artists to be examined include Amiri Baraka, Kia Corthron, W.E.B. Du Bois, Angelina Grimke, Langston Hughes, Georgia Douglas Johnson, Adrienne Kennedy, Suzan-Lori Parks, Adrian Piper, and August Wilson. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

THTR V3151 Western Theatre Traditions: Modern. 3 points.

Dialectical approach to reading and thinking about the history of dramatic theatre in the west, interrogating the ways poetry inflects, and is inflected by, the material dynamics of performance. We will undertake careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative plays of the Western tradition from the late eighteenth century to today; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Specific attention will be given to the ideology of realism and naturalism, the development of epic theatre, the theatre of cruelty, postcolonial performance, and the continuing invention of dramatic forms (theatre of the absurd, speechplays, postdramatic theatre), as well as to the political and theoretical impact of race, gender, sexuality in modern performance culture. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) Theatre History requirements for Theatre/Drama and Theatre Arts majors.

Urban Studies

URBS V3420 Introduction to Urban Sociology. 3 points.

Prerequisites: Students must attend first class. Examines the diverse ways in which sociology has defined and studied cities, focusing on the people who live and work in the city, and the transformations U.S. cities are undergoing today. Sociological methods, including ethnography, survey research, quantitative studies, and participant observation will provide perspectives on key urban questions such as street life, race, immigration, globalization, conflict, and redevelopment.

URBS V3545 Junior Colloquium: The Shaping of the Modern City. 4 points.

Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section. General Education Requirement: Historical Studies. Introduction to the historical process and social consequences of urban growth, from the middle of the nineteenth century to the present.

URBS UN3546 Junior Colloquium: Contemporary Urban Issues. 4 points.

Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section. Evaluation of current political, economic, social, cultural and physical forces that are shaping urban areas.

URBS V3550 Community Building and Economic Development. 4 points.

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. Community building has emerged as an important approach to creating an economic base, reducing poverty and improving the quality of life in urban neighborhoods. In this course, students examine the methods, strategies, and impact of community building on the economic, social, and political development of urban neighborhoods.

URBS V3920 Social Entrepreneurship. 4 points.

Introduction to the main concepts and processes associated with the creation of new social enterprises, policies, programs, and organizations; criteria for assessing business ventures sponsored by non-profits and socially responsible initiatives undertaken by corporations; specific case studies using New York City as a laboratory. To be offered Fall 2011.

Women’s Studies (Barnard)

WMST UN1001 Introduction to Women’s and Gender Studies. 3 points.
An interdisciplinary introduction to key concepts and analytical categories in women’s and gender studies. This course grapples with gender in its complex intersection with other systems of power and inequality, including: sexuality, race and ethnicity, class and nation. Topics include: feminisms, feminist and queer theory, commodity culture, violence, science and technology, visual cultures, work, and family.

Prerequisites: LIMITED TO 20 BY INSTRUC PERM; ATTEND FIRST

WMST BC3121 Black Women in America. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 20 students. Examines roles of black women in the U.S. as thinkers, activists and creators during the nineteenth and twentieth centuries. Focusing on the intellectual work, social activism and cultural expression of African American women, we examine how they understood their lives, resisted oppression and struggled to change society. We will also discuss theoretical frameworks (such as “double jeopardy,” or “intersectionality”) developed for the study of black women. The seminar will encourage students to pay particular attention to the diversity of black women and critical issues facing Black women today. This course is the same as AFRS BC3121 Black Women in America.

WMST BC3131 Women and Science. 4 points.

Prerequisites: Enrollment limited to 18 students. History and politics of women’s involvement with science. Women’s contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science education. Feminist critiques of biological research and of the institution of science.

WMST UN3311 Colloquium in Feminist Theory. 4 points.
Prerequisites: LIMITED TO 20 BY INSTRUC PERM; ATTEND FIRST CLASS
An exploration of the relationship between new feminist theory and feminist practice, both within the academy and in the realm of political organizing.

Fall 2017: WMST UN3311

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<tr>
<th>Course Number</th>
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<td>001/03462</td>
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<td>Tina Campt</td>
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<td>21/25</td>
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</table>

WMST V3312 Theorizing Activism. 4 points.
Prerequisites: Critical Approaches or Feminist Theory or permission of instructor.
Helps students develop and apply useful theoretical models to feminist organizing on local and international levels. It involves reading, presentations, and seminar reports. Students use first-hand knowledge of the practices of specific women’s activist organizations for theoretical work.

WMST W4301 Early Jewish Women Immigrant Writers: 1900-1939. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT). Enrollment limited to 15.

Prerequisites: students must attend first day of class and admission will be decided then.
Covers significant pre-Holocaust texts (including Yiddish fiction in translation) by U.S. Ashkenazi women and analyzes the tensions between upholding Jewish identity and the necessity and/or inevitability of integration and assimilation. It also examines women’s quests to realize their full potential in Jewish and non-Jewish communities on both sides of the Atlantic.

WMST GU4302 The Second Wave and Jewish Women’s Artistic Responses: 1939-1990. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Permission of instructor. Enrollment limited to 13 students.
A study of Jewish women’s fiction, memoirs, art and film in response to the feminist/gender issues raised by the Second Wave. The seminar includes analysis of the writings and artwork of Jo Sinclair, Tillie Olsen, Judy Chicago, Helene Aylon, Elana Dykewomon, Rebecca Goldstein, E.M. Broner and others.

WMST W4304 Gender and HIV/AIDS. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 15 students. An interdisciplinary exploration of feminist approaches to HIV/AIDS with emphasis on the nexus of science and social justice.

WMST W4308 Sexuality and Science. 4 points.
Not offered during 2017-18 academic year.

Examines scientific research on human sexuality, from early sexology through contemporary studies of biology and sexual orientation, surveys of sexual behavior, and the development and testing of Viagra. How does such research incorporate, reflect, and reshape cultural ideas about sexuality? How is it useful, and for whom?

WMST W4309 Sex, Gender and Transgender Queries. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 20 students. Sex, sexual identity, and the body are produced in and through time. “Trans” – as an identity, a set of practices, a question, a site, or as a
verb of change and connection – is a relatively new term which this
course will situate in theory, time, discipline, and through the study of
representation.

WMST W4320 Queer Theories and Histories. 4 points.
Enrollment limited to 20. Not offered during 2017-18 academic year.

The course will cover a range of (mostly U.S. and mostly 20th-Century)
materials that thematize gay, lesbian, bisexual, transgender experience
and identity. We will study fiction and autobiographical texts, historical,
psychoanalytic, and sociological materials, queer theory, and films,
focking on modes of representing sexuality and on the intersections
between sexuality and race, ethnicity, class, gender, and nationality.
We will also investigate connections between the history of LGBT
activism and current events. Authors will include Foucault, Freud,
Butler, Sedgwick, Anzaldua, Moraga, Smith. Students will present, and
then write up, research projects of their own choosing.

Anthropology
411 Milbank Hall
212-854-9389 / 5428
anthropology.barnard.edu (http://anthropology.barnard.edu/
deptartment-anthropology)
Department Assistant: Fabiola Lafontant

The Discipline of Anthropology
Anthropology examines the social worlds people create and inhabit.
It is a comparative discipline that takes seriously the differences
between societies across the globe and through time. Historically,
anthropologists studied non-European societies, describing their social
and linguistic systems, their patterns of thought and culture and by
doing so they aimed to throw into relief the contingency of normative
Western assumptions.

Contemporary anthropology examines a very different landscape.
It seeks to examine not just the diversity of cultural practices
but to understand how societies clash, mutually interact and are
interconnected through movements of goods, people, ideas, culture
and politics. Anthropology today is thus more genuinely cross-cultural
than it once was. Anthropologists conduct research with urban New
Yorkers as often as with Mayan peasants, with genetic scientists as
much as with spirit adepts and seek to understand the increasingly
complex interconnections of people around the world.

The Department of Anthropology
Our faculty specialize in science and medicine, technology and
media, religion, language and cognition, visual and material
culture, colonialism and postcolonialism, and conservation and the
environment. We conduct research in Africa, the U.S., Oceania, the
Middle East and Latin America and in doing so we use a variety of foci,
tackling between the immediacy of local modes of lived experience and
broader social and political transformations.

Mission
Anthropology seeks to prepare students to succeed in a globalized
world. It provides them with the skills to identify problems in
intercultural settings, to recognize alternative lived realities, to discuss
solutions with colleagues of diverse backgrounds, and to communicate
those solutions to broader publics.

Student Learning Outcomes
Upon successfully completing the major, students should be able to
attain the following outcomes:

• Articulate key methodological and theoretical debates in the
  history of the discipline;
• Compare and use distinct analytical frameworks for interpreting
  meaningful social behavior, detecting patterns and thinking
  comparatively across social domains, cultures and contexts;
• Develop an anthropological sensibility that enables one to distill
  social meaning from everyday encounters with individuals, material
  objects, texts and other social phenomena;
• Undertake ethnographic, linguistic or archaeological fieldwork
  using the appropriate methods;
• Conceptualize, undertake, and present an original research project
  by the end of the senior year.

The department also cooperates with related programs such as
Africana Studies, American Studies, Human Rights, Urban Studies,
and Women’s Studies. Arrangements for combined, double, joint, and
special majors are made in consultation with the chair.

Chair: Severin Fowles (Associate Professor)
Professors: Nadia Abu El-Haj, Brian Larkin (Tow Associate
Professor), Lesley Sharp (Ann Whitney Olin Professor)
Associate Professors: Severin Fowles
Assistant Professors: Mara Green, Sarah Muir, Stephen K. Scott, Adam
S. Watson
Professors Emeriti: Abraham Rosman, Nan Rothschild, Paula G. Rubel,
Judith Shapiro, Joan Vincent

Other officers of the University offering courses listed below:

Professors: Lila Abu-Lughod, Partha Chatterjee, Myron Cohen, Terence
D’Altroy, E. Valentine Daniel, Nicholas Dirks, Ralph Holloway, Mahmoud
Mamdani, Don J. Melnick, Brinkley Messick, Rosalind Morris, Elizabeth
Povinelli, David Scott, Michael Taussig
Research Professor: Nan Rothschild
Associate Professors: Elaine Combs-Schilling, Marina Cords, Steven
Gregory, Marilyn Ivy, John Pemberton
Assistant Professors: Zoe Crossland, Catherine Fennell, Hloniphia
Mokoena, Audra Scripsen
Lecturers: Karen Seeley, Pegi Vail

Requirements for the Major
Every major is urged to acquire a general knowledge of three of the four
fields of anthropology (social and linguistic anthropology, archaeology,
and physical anthropology) and of their interrelationship. To this
end, the student’s program should be designed in consultation with
her adviser as soon as possible after the declaration of the major.
Continuing and frequent meetings with the adviser are encouraged.

Eleven courses are required for the major, including:

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ANTH UN1002</td>
<td>The Interpretation of Culture</td>
<td>3</td>
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<tr>
<td>Select one of the following introductory courses:</td>
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<tr>
<td>ANTH UN1007</td>
<td>The Origins of Human Society</td>
<td>3</td>
</tr>
<tr>
<td>ANTH UN1008</td>
<td>The Rise of Civilization</td>
<td>3</td>
</tr>
<tr>
<td>ANTH UN1009</td>
<td>Introduction to Language and Culture</td>
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<tr>
<td>EEBB UN1010</td>
<td>Human Origins and Evolution</td>
<td>3</td>
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ANTH UN3040 Anthropological Theory I  4
ANTH UN3041 Anthropological Theory II  3
ANTH BC3871 Senior Thesis Seminar: Problems in Anthropological Research (Offered Fall Semester)  4
ANTH BC3872 Senior Thesis Seminar: Problems in Anthropological Research (Offered Spring Semester)  4

Select five electives, one of which can be a third introductory level class and three of which must be 3000 level or higher. Moreover, the three 3000 level or higher seminars must be taken at Barnard or Columbia (not while on an exchange program during junior year).

In consultation with advisers, programs will be designed to reflect the students' interests and plans—whether they intend to go on to graduate studies in anthropology or expect to enter other fields.

It is recommended that students who plan to major in socio-cultural anthropology take ANTH BC3868 Ethnographic Field Research in New York City (y) before their senior year. Many seniors choose to incorporate a fieldwork component in their thesis research and having some experience of field methods is extremely important. Those interested in other sub-disciplines may wish to take this or another “methods” course and should consult their advisers. Students are also encouraged to check listings for courses offered by EEEB at Columbia for possible Anthropology credit, in consultation with the Barnard department chair.

Senior Essay
All students majoring in Anthropology are required to submit an essay of substantial length and scholarly depth. Such a paper will usually be written during the course of ANTH BC3871 Senior Thesis Seminar: Problems in Anthropological Research—ANTH BC3872 Senior Thesis Seminar: Problems in Anthropological Research).

Double and Joint Majors
Students doing a double or joint major in Anthropology and another subject are required to register for at least one semester of ANTH BC3871 Senior Thesis Seminar: Problems in Anthropological Research—ANTH BC3872 Senior Thesis Seminar: Problems in Anthropological Research.

Requirements for the Minor
The minor consists of five courses:

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<td>ANTH UN1002</td>
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<tr>
<td>ANTH UN1007</td>
<td>The Origins of Human Society</td>
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<td>ANTH UN1008</td>
<td>The Rise of Civilization</td>
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<td>Introduction to Language and Culture</td>
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<tr>
<td>EEEB UN1010</td>
<td>Human Origins and Evolution</td>
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</tbody>
</table>

Select three other Anthropology courses, two of which must be 3000-level.

Course Offerings:
ANTH UN1002 The Interpretation of Culture. 3 points.
The anthropological approach to the study of culture and human society. Case studies from ethnography are used in exploring the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies.

ANTH UN1007 The Origins of Human Society. 3 points.
Mandatory recitation sections will be announced first week of classes.
An archaeological perspective on the evolution of human social life from the first bipedal step of our ape ancestors to the establishment of large sedentary villages. While traversing six million years and six continents, our explorations will lead us to consider such major issues as the development of human sexuality, the origin of language, the birth of “art” and religion, the domestication of plants and animals, and the foundations of social inequality. Designed for anyone who happens to be human.

ANTH UN1008 The Rise of Civilization. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement Mandatory recitation sections will be announced first week of classes.
$25.00 laboratory fee.
Corequisites: ANTH V1008
The rise of major civilization in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, and Mesoamerica. DO NOT REGISTER FOR A RECITATION SECTION IF YOU ARE NOT OFFICIALLY REGISTERED FOR THE COURSE.

ANTH UN1009 Introduction to Language and Culture. 3 points.
This is an introduction to the study of the production, interpretation, and reproduction of social meanings as expressed through language. In exploring language in relation to culture and society, it focuses on how communication informs and transforms the sociocultural environment.

ANTH UN3040 Anthropological Theory I. 4 points.
Open to majors; all others with instructor’s permission.
Prerequisites: an introductory course in anthropology.
Institutions of social life. Kinship and locality in the structuring of society. Monographs dealing with both literate and nonliterate societies will be discussed in the context of anthropological fieldwork methods.

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<td>Lesley Sharp</td>
<td>4</td>
<td>11/25</td>
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**ANTH UN3041 Anthropological Theory II. 3 points.**

Prerequisites: Required of all Barnard Anthropology majors; open to other students with instructor’s permission only. To be taken in conjunction with ANTH 3040, preferably in sequence.

The second of a two semester sequence intended to introduce departmental majors to key readings in social theory that have been constitutive of the rise and contemporary practice of modern anthropology. The goal is to understand historical and current intellectual debates within the discipline. This course replaces ANTH V 3041 - Theories of Culture: Past and Present.

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<td>Elizabeth Green</td>
<td>3</td>
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</table>

**ANTH BC3871 Senior Thesis Seminar: Problems in Anthropological Research. 4 points.**

Prerequisites: Limited to Barnard Anthropology Seniors. Offered every Fall. Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester. Limited to Barnard Senior Anthropology Majors.

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**ANTH BC3872 Senior Thesis Seminar: Problems in Anthropological Research. 4 points.**

Prerequisites: Must complete ANTH BC3871x. Limited to Barnard Senior Anthropology Majors. Offered every Spring. Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester.

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<th>Times/Location</th>
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</table>

**EEEB UN1010 Human Origins and Evolution. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

This is an introductory course in human evolution. Building on a foundation of evolutionary theory, students explore primate behavioral morphology and then trace the last 65 million years of primate evolution from the earliest Paleocene forms to the fossil remains of earliest humans and human relatives. Along with Behavioral Biology of the Living Primates this serves as a core required class for the EBHS program.

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<td>001/03645</td>
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<td>Jill Shapiro</td>
<td>3</td>
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**ANTH V3861 Anthropology of the Anthropocene. 4 points.**

Enrollment limited to 20. Priority given to majors in Anthropology.

This course focuses on the political ecology of the Anthropocene. As multiple publics become increasingly aware of the extensive and accelerated rate of current global environmental change, and the presence of anthropogenesis in ever expanding circumstances, we need to critically analyze the categories of thought and action being developed in order to carefully approach this change. Our concern is thus not so much the Anthropocene as an immutable fact, inevitable event, or definitive period of time (significant though these are), but rather for the political, social, and intellectual consequences of this important idea. Thus we seek to understand the creativity of "The Anthropocene" as a political, rhetorical, and social category. We also aim to examine the networks of capital and power that have given rise to the current state of planetary change, the strategies for ameliorating those changes, and how these are simultaneously implicated in the rhetorical creation of "The Anthropocene".

**ANTH V3810 Madagascar. 4 points.**

Enrollment limit is 15. Not offered during 2017-18 academic year.

Prerequisites: Non-Anthropology majors require the instructor’s permission.

Critiques the many ways the great Red Island has been described and imagined by explorers, colonists, social scientists, and historians—as an Asian-African amalgamation, an ecological paradise, and a microcosm of the Indian Ocean. Religious diasporas, mercantilism, colonization, enslavement, and race and nation define key categories of comparative analysis.

**ANTH V3873 Language and Politics. 4 points.**

Not offered during 2017-18 academic year.

Language is central to political process. While all agree that language is used to symbolize or express political action, the main focus of this course is on how language and other communicative practices contribute to the creation of political stances, events, and forms of order. Topics addressed include political rhetoric and ritual; political communication and publics; discrimination and hierarchy; language and the legitimacy of authority; as well as the role of language in nationalism, state formation, and in other sociopolitical movements, like feminism and diasporic communities. Since this course has the good fortune of coinciding with the 2012 U.S. Presidential election, we will make significant use of campaign rhetoric as a means of illustrating and exploring various themes.
ANTH V3660 Gender, Culture, and Human Rights. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

ANTH BC3868 Ethnographic Field Research in New York City. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Prerequisites: Recommended for majors prior to the senior year. Open to non-majors by permission of the instructor. Enrollment limited to 20 students.
A seminar-practicum on field research in New York City. Exploration of anthropological field research methods followed by supervised individual field research on selected topics in urban settings.

Spring 2018: ANTH BC3868

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Times/Location</th>
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<td>Lesley Sharp</td>
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<td>214 Milbank Hall</td>
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ANTH V3917 Social Theory and Radical Critique in Ethnic Studies. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

ANTH UN3921 Anticolonialism. 4 points.
Enrollment limited to 20.

Through a careful exploration of the argument and style of five vivid anticolonial texts, Mahatma Gandhi’s Hind Swaraj, C.L.R. James’ The Black Jacobins, Aimé Césaire’s Discourse on Colonialism, Albert Memmi’s Colonizer and Colonized, and Frantz Fanon’s The Wretched of the Earth, this course aims to inquire into the construction of the image of colonialism and its projected aftermaths established in anti-colonial discourse.

ANTH V3922 The Emergence of State. 4 points.
Not offered during 2017-18 academic year.

The creation of the earliest states out of simpler societies was a momentous change in human history. This course examines major theories proposed to account for that process, including population pressure, warfare, urbanism, class conflict, technological innovation, resource management, political conflict and cooperation, economic specialization and exchange, religion/ideology, and information processing.

ANTH UN3939 The Anime Effect: Media and Technoculture in Contemporary Japan. 4 points.
Prerequisites: the instructor’s permission
Culture, technology, and media in contemporary Japan. Theoretical and ethnographic engagements with forms of mass mediation, including anime, manga, video, and cell-phone novels. Considers larger global economic and political contexts, including post-Fukushima transformations.

Fall 2017: ANTH UN3939

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3939</td>
<td>001/64636</td>
<td>T 2:10pm - 4:00pm</td>
<td>Marilyn Ivy</td>
<td>4</td>
<td>13/20</td>
</tr>
</tbody>
</table>

ANTH V3949 Sorcery and Magic. 4 points.
Enrollment limited to 40.
Prerequisites: the instructor’s permission.
An introduction to the occult sides of making history, colonialism, and transforming reality through the study of south American shamanism, magic in Shakespeare’s Tempest, sexual magic in politics and dictatorships, the uncanniness in Freud’s hysterics, and William Burroughs’ Cities of the Red Night.

ANTH V3979 Fluent Bodies. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

The recent proliferation of writings on the social significations of the human body have brought to the fore the epistemological, disciplinary, and ideological structures that have participated in creating a dimension of the human body that goes beyond its physical consideration. The course, within the context of anthropology, has two considerations, a historical one and a contemporary one. If anthropology can be construed as the study of human society and culture, then, following Marcel Mauss, this study must be considered the actual, physical bodies that constitute the social and the cultural.

ANTH V3980 Nationalism. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: the instructor’s permission. Intended for seniors, but not necessarily anthropology majors.
This course will cover the basic readings in the contemporary debate over nationalism. It will cover different disciplinary approaches and especially look at recent studies of nationalism in the formerly colonial world as well as in the industrial West. The readings will offer a mix of both theoretical and empirical studies. The readings include the following: 1) Eric Hobsbawm’s Nationalism since 1780; 2) Ernest Gillner’s Nations and Nationalism; 3) Benedict Anderson’s Imagined Communities; 4) Anthony Smith’s The Ethnic Origins of Nations; 5) Linda Coley’s Britons; 6) Peter Sahlins’s Boundaries; and 7) Partha Chatterjee’s The Nation and Its Fragments.

ANTH W4065 Archaeology of Idols. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Prerequisites: Sophomore standing.
Explores 40,000 years of the human creation of, entanglement with, enchantment by, and violence towards idols. Case studies roam from the Paleolithic to Petra and from the Hopi to the Taliban, and the theoretical questions posed include the problem of representation, iconoclasm, fetishism and the sacred.

Cross-Listed Courses:
Africana Studies (Barnard)

AFRS BC3556 Ethnography of Black America. 4 points.
Not offered during 2017-18 academic year.

This course critically examines ethnographic texts about Blacks in the United States, focusing as much on what they proffer about Black American culture as on the various socio-political contexts in which
this body of scholarship has been produced. The goal is to advance an understanding of the larger social forces undergirding the production not only of formations of Black culture, but also of knowledge about Black America. A further goal is to foster a critical understanding of the anthropological enterprise itself.

Ecology, Evolution, and Environmental Biology
EEEB GU4700 Race: The Tangled History of a Biological Concept. 4 points.
Enrollment limited to 15. Priority given to EBHS majors/concentrators. Not offered during 2017-18 academic year.

From Aristotle to the 2020 US census, this course examines the history of race as a biological concept. It explores the complex relationship between the scientific study of biological differences-real, imagined, or invented and the historical and cultural factors involved in the development and expression of "racial ideas." Scientific background not required. [Additional hour for film screenings weekly in second half of the semester--attendance at films is mandatory.] Please note that this course DOES NOT fulfillment the SC requirement at the College or GS.

Other Offerings Not Taught This Year:
ANTH V3853 Moving Truths: The Anthropology of Transnational Advocacy Networks. 4 points.
Not offered during 2017-18 academic year.

Transnational advocacy is an increasingly important dimension of contemporary globalizations, reconfiguring relations of knowledge, power, and possibility across cultures and societies. As sites for enacting expertise, activism, and legality, transnational advocacy networks are crucial for not only making claims and causes mobile across locales, but for making them moving within locales – affective and effective. While transnational advocacy networks are often studied by political scientists, this course focuses on a growing body of anthropological and ethnographic research.

ANTH V3015 Chinese Society. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Social organization and social change in China from late imperial times to the present. Major topics include family, kinship, community, stratification, and the relationships between the state and local society.

ANTH V3044 Symbolic Anthropology. 3 points.
Not offered during 2017-18 academic year.

Exploration of the manner in which various anthropologists have constructed "culture" as being constituted of a set of conventional signs called "symbols" and the consequences of such a construal. Among the authors read are the anthropologists Valentine Daniel, Mary Douglas, Clifford Geertz, Claude Levi-Strauss, Sherry Ortner, David Schneider, Margaret Trawick, and Victor Turner; the social theorists Emile Durkheim, Karl Marx, and Max Weber; the semioticians Ferdinand de Saussure and Charles Peirce; and the psychoanalysts Sigmund Freud and Jacques Lacan.

ANTH V3055 Strategy of Archaeology. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2017-18 academic year.

ANTH W3201 Introductory Survey of Biological Anthropology. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

ANTH UN3300 Pre-Columbian Histories of Native America. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement Enrollment limited to 40.

This course explores 10,000 years of the North American archaeological record, bringing to light the unwritten histories of Native Americans prior to European contact. Detailed consideration of major pre-Columbian sites is interwoven with the insight of contemporary native peoples to provide both a scientific and humanist reconstruction of the past.

ANTH V3525 Introduction to South Asian History and Culture. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement Not offered during 2017-18 academic year.

Examines four major aspects of contemporary South Asian societies: nationalism, religious reform, gender, and caste. Provides a critical survey of the history of and continuing debates over these critical themes of society, politics, and culture in South Asia. Readings consist of primary texts that were part of the original debates and secondary sources that represent the current scholarly assessment on these subjects.

ANTH V3700 Colloquium: Anthropological Research Problems in Complex Societies. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

ANTH V3820 Theory and Method in Archaeology. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

ANTH V3824 Fantasy, Film, and Fiction in Archaeology. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

ANTH V3903 Cities: Ethnoarchaeology, Archaeology and Theory. 4 points.
Enrollment limited to 20, plus instructor's permission required. Not offered during 2017-18 academic year.

This course will examine cities in comparative perspective, over time and space, from several viewpoints. We will examine how and when they develop, how they function, and what urban life is like. Is the urban experience the same for all residents? At all times? In all places? We will begin with theory and some urban history and then focus on New York as a laboratory, from its origins to the present. The course involves a kind of archaeology called "ethnoarchaeology" in which we look at living societies and communities in order to gain a better understanding of past and present. Our examination of contemporary urban life pays special attention to spatial organization and order, the geography of power in the urban landscape, and to material things, as these are the kinds of data that archaeologists typically focus on.
ANTH V3913 Ancient Egyptian Culture. 4 points.
Not offered during 2017-18 academic year.
Ancient Egypt was one of the most advanced cultures in antiquity. This course will go beyond the pyramids and pharaohs to investigate the culture and daily life of the ancient Egyptians from the Old Kingdom to the Hellenistic period. Students will learn about ancient Egyptian magic, emotion, cosmogony, education, recreation, travel, and diplomacy by reading ancient Egyptian folklore, dream spells, love poetry, wisdom texts, religious hymns, and royal propaganda in translation. In addition to exploring the laws, occupations, and medical knowledge of the ancient Egyptians, we will also analyze how gender, race, sexuality, class, and disability were constructed and represented.

ANTH V3920 Economy and Society in Prehistory. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Enrollment limited to 15. Not offered during 2017-18 academic year.
Prerequisites: Introduction to Archaeology or permission of the instructor required.

ANTH V3940 Ethnographies of the Mid East. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Previous enrollment in an Anthropology course.
Sophomore standing. Enrollment limited to 20 students.
Examines the themes that have shaped ethnographic literature of the Middle East. These include topics such as colonialism, gender, Islam, nationalism and the nation-state.

ANTH V3943 Youth and Identity Politics in Africa. 4 points.
Enrollment limited to 15. Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor is required.
Examines ways in which African youth inevitably occupy two extremes in academic writings and the mass media: as victims of violence, or as instigators of social chaos. Considers youth as generating new cultural forms, as historically relevant actors, and informed social and/or political critics. At the core of such critiques lie possibilities for the agentic power of youth in Africa.

ANTH V3946 African Popular Culture. 4 points.
Enrollment limited to 15. Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor required.

ANTH V3951 Pirates, Boys, and Capitalism. 4 points.
Not offered during 2017-18 academic year.

ANTH V3952 Taboo and Transgression. 4 points.
Instructor's permission is required. Not offered during 2017-18 academic year.
The transgression of taboos is the basis of crime, sex, and religion in any society. As "the labor of the negative", transgression is also a critical element in thought itself. Working through anthropology of sacrifice and obscenity, as well as relevant work by Bataille, Foucault, and Freud, this course aims at understanding why taboos exist and why they must be broken.

ANTH V3961 Subsequent Performances. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Enrollment limited to 15. Not offered during 2017-18 academic year.
Prerequisites: the instructor's permission. Priority given to upper class Anthropology and Music majors; students must attend operas outside of class.
Explores the dynamic interaction between operatic compositions (especially Mozart's Don Giovanni and The Marriage of Figaro) and their subsequent performances, with particular emphasis on the cultural, political, and economic contexts that shape both the original composition and the following reproductions. Critical apparatus includes Abbate and Butler.

ANTH V3962 History and Memory. 3 points.
Not offered during 2017-18 academic year.

ANTH V3975 Anthropology of Media. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Enrollment limited to 16. Not offered during 2017-18 academic year.
Provides a critical overview of the theoretical engagement between anthropology and media theory. It explores the relationship between technologies and transformations in ideas of time, space, and sociability; and examines what it means to live in a mediated society.

ANTH V3983 Ideas and Society in the Caribbean. 4 points.
Enrollment limited to 20. Not offered during 2017-18 academic year.
Focusing on the Anglo-Creole Caribbean, this course examines some aspects of popular culture, literary expression, political change, and intellectual movements over the past thirty years.

ANTH V3988 Race/Sexuality Science and Social Practice. 4 points.
Enrollment limited to 26. Not offered during 2017-18 academic year.
Prerequisites: the instructor's permission.
Scientific inquiry has configured race and sex in distinctive ways. This class will engage critical theories of race and feminist considerations of sex, gender, and sexuality through the lens of the shifting ways in which each has been conceptualized, substantiated, classified, and managed in (social) science and medicine.

ANTH UN3993 World Archaeologies/Global Perspectives. 4 points.
Enrollment limited to 15.
Prerequisites: the instructor's permission and at least one of the following: ANTH V1007, ANTH V1008, or ACLG V2028.
This capstone seminar explores global archaeology from a postcolonial perspective. We will address the history of archaeological interpretation and explore the politics and practice of archaeology by considering specific case studies from around the world. The seminar fulfills the major seminar requirement for the archaeology major.

ANTH V3994 Anthropology of Extremity: War. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.
ANTH W4002 Controversial Topics in Human Evolution. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor and introductory biological/physical anthropology course.

ANTH W4011 Critical Social Theory. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Enrollment limited to 30. Not offered during 2017-18 academic year.

ANTH W4022 Political Ecology. 3 points.
Enrollment limit is 15. Not offered during 2017-18 academic year.
Prerequisites: the instructor's permission.

ANTH V3899 Food, Ecology, Globalization. 4 points.
Enrollment limited to 20. Not offered during 2017-18 academic year.
Prerequisites: the instructor's permission.

EEEB W3204 Dynamics of Human Evolution. 4 points.
CC/GS: Partial Fulfillment of Science Requirement
Enrollment limited to 13. Priority is given to EBHS majors/concentrators.
Prerequisites: EEEB W1010 Human Species/HO&E, ANTH V1007 Origins of Human Society, or the equivalent.
Seminar focusing on recent advances in the study of human evolution. Topics include changing views of human evolution with respect to early hominin behavior, morphology, culture and evolution. [Either Dynamics of Human Evolution or Neandertals is taught every other year.]

EEEB W3215 Forensic Osteology. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: No prior experience with skeletal anatomy required though students must contact instructor for permission to register.
Not appropriate for students who have already taken either G4147 or G4148.
An exploration of the hidden clues in your skeleton. Students learn the techniques of aging, sexing, assessing ancestry, and the effects of disease, trauma and culture on human bone. Enrollment limited to 15. Priority given to EBHS majors/concentrators. [Taught every other year.]

Architecture

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500 The Diana Center
212-854-8430

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architecture@barnard.edu

Director of Undergraduate Studies:
Professor Karen Fairbanks
(212) 854-8431
kfairban@barnard.edu

Department Assistant:
Rachel Garcia-Grossman
(212) 854-8430
rgarcia@barnard.edu

The Department of Architecture

Mission

The Architecture major establishes an intellectual context for students to interpret the relation of form, space, program, materials and media to human life and thought. Through the Architecture curriculum, students participate in the ongoing shaping of knowledge about the built environment and learn to see architecture as one among many forms of cultural production. At the same time, the major stresses the necessity of learning disciplinary-specific tools, methods, terms and critiques. Thus, work in the studio, lecture or seminar asks that students treat architecture as a form of research and speculation which complement the liberal arts mission of expansive thinking.

Undergraduate Study in Architecture

Studying Architecture at Barnard College, Columbia College, and General Studies leads to a liberal arts degree – a Bachelor of Arts with a major in Architecture, and Barnard College is the administrative location for all undergraduate architecture studies at Columbia University and its partner institutions. A liberal arts education in architecture holds a unique position in academia and in relation to the discipline. If the goal of a professional education in architecture is to enable students to participate directly in the world as an architect – a liberal arts education asks that students consider the broader and myriad conditions in which architecture is conceived and practiced and, in turn, to understand how architecture inevitably alters those conditions. Students are asked to confront and interpret the complex social, cultural, political, and environmental processes that weave through architectural design and urbanism. The purpose of an undergraduate liberal arts degree in architecture is to educate students to think about the world through architecture.

The Architecture curriculum introduces design at a variety of scales, acknowledging that integrated design thinking is effective for problem solving at any scale and in any discipline. Students will experiment with full-scale installations and devices and make small-scale models of urban conditions from which they extract, interpret and invent new possibilities of inhabitation and use. The curriculum intentionally balances the traditions of handcrafted representation with evolving digital technologies of architectural design and communication.

The Architecture major complements, and makes great use of its University setting. With access to superb libraries, research centers, graduate programs, and abundant intellectual resources, our students have the opportunity to follow their creative instincts to great depth and breadth – and they do. The major depends on New York City as more than a convenient site for many design and research projects and frames the City as one of the key social and architectural, and thus didactic, markers of Modernity. Architecture students study with peers from countries around the world in one of the most diverse cities
in the world. A large majority of the Architecture students expand their education by interning in Architecture or a related field during their undergraduate studies. Alumni of the Department are leaders in architecture and design fields around the world. The faculty teaching in the undergraduate program are dedicated teachers who are also at the forefront of practice and research and are similarly drawn to New York City as a nexus of global design thinking.

Students interested in obtaining a professional degree in Architecture continue on to graduate programs after their undergraduate degree, and students from the Barnard-Columbia program have enjoyed enormous success in their admissions to the most competitive graduate programs in the country. Students who study Architecture as undergraduates have also pursued graduate degrees in a variety of disciplines including Urban Planning, Law, and Media and Communications.

Student Learning Outcomes

Students in the Architecture Majors who fully engage with the curriculum should be able to complete the following outcomes:

- Apply integrated design thinking to specific problems in and beyond the discipline;
- Visually communicate architectural concepts and research using discipline-specific techniques in multiple media;
- Verbally present independent, group or assigned research, in multiple media formats;
- Organize and concisely write in a variety of formats including reports, case studies, synthetic overviews, etc.;
- Understand and critically interpret major buildings and themes of Architectural history and theory;
- Be intellectually prepared for graduate studies in architecture and related disciplines.

Professors of Professional Practice:
Kadambari Baxi and Karen Fairbanks (Chair)

Assistant Professor:
Ralph Ghoche

Term Assistant Professor of Professional Practice:
Ignacio G. Galan

Adjunct Professors:
Joeb Moore
Madeline Schwartzman
Suzanne Stephens

Adjunct Assistant Professors:
Severino Alfonso Dunn
Marcelo Lopez-Dinardi
Carrie Norman
Ana Penalba
Todd Rouhe
Brad Samuels
Fred Tang
Irina Verona

Major in Architecture

The major in architecture requires a total of 14 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Studio Courses</td>
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<tr>
<td></td>
<td>Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors):</td>
<td></td>
</tr>
<tr>
<td>ARCH UN3101</td>
<td>Architectural Representation: Abstraction</td>
<td></td>
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<tr>
<td>ARCH UN3103</td>
<td>Architectural Representation: Perception</td>
<td></td>
</tr>
<tr>
<td>ARCH UN3201</td>
<td>Architectural Design, I</td>
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<tr>
<td>ARCH UN3202</td>
<td>Architectural Design, II</td>
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<tr>
<td></td>
<td>Required History/Theory Courses *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Five elective courses following the distribution requirement below:</td>
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</tr>
<tr>
<td>ARCH UN3117</td>
<td>Perceptions of Architecture</td>
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<tr>
<td></td>
<td>One course with a topic that is pre-1750</td>
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<tr>
<td></td>
<td>One course with a topic that is post-1750</td>
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<tr>
<td></td>
<td>Two electives (it is suggested that one of these be on a non-western topic)</td>
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<tr>
<td></td>
<td>Senior Courses *</td>
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<tr>
<td>ARCH UN3901</td>
<td>Senior Seminar</td>
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<tr>
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<td>Either a second Senior Seminar (from our program), a seminar from a related department (and related to student’s disciplinary specialization/cluster), Architectural Design III, or Independent Research</td>
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<tr>
<td></td>
<td>Cluster of Related Courses</td>
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<tr>
<td></td>
<td>Three courses that relate to a single topic or theme that is relevant to architecture. Courses for the cluster may be taken in any department and may not overlap with any other courses for the major (e.g. history/theory courses or senior courses). All cluster courses should be selected in consultation with a major adviser.</td>
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<tr>
<td></td>
<td>Senior Requirements</td>
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<td></td>
<td>Portfolio</td>
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<td></td>
<td>Research Paper from Senior Seminar or Senior Course</td>
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</tr>
</tbody>
</table>

* These are courses offered by the architecture department or other applicable departments offered within the University. Students should consult the program office for a list of applicable courses each semester.

Major in History and Theory of Architecture

The major in history and theory of architecture requires a total of 15 courses, including a senior thesis, distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Studio Courses</td>
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<tr>
<td></td>
<td>Two studio courses, to be taken one per semester:</td>
<td></td>
</tr>
<tr>
<td>ARCH UN3101</td>
<td>Architectural Representation: Abstraction</td>
<td></td>
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<tr>
<td>ARCH UN3103</td>
<td>Architectural Representation: Perception</td>
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<tr>
<td></td>
<td>Seven Lecture Courses</td>
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<tr>
<td></td>
<td>Three architecture lectures. One of these must be ARCH V3117.</td>
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<tr>
<td></td>
<td>Four art history lectures above and beyond the prior three. Two of these must be AHIS BC1001, AHIS BC1002</td>
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<tr>
<td></td>
<td>Three Seminars to be taken in the Junior or Senior Year</td>
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<tr>
<td></td>
<td>Two should be in Architecture (see Seminar List and Note under Studio Major), one in Art History</td>
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<tr>
<td></td>
<td>Three Cluster Courses in an Area of Study Related to Architecture (See Description Under Studio Major)</td>
<td></td>
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</tbody>
</table>
The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture

**Minor in Architecture**

The minor in architecture requires a total of five courses, distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH UN1020</td>
<td>Introduction To Architectural Design and Visual Culture</td>
<td></td>
</tr>
<tr>
<td>ARCH UN3101</td>
<td>Architectural Representation: Abstraction</td>
<td></td>
</tr>
<tr>
<td>ARCH UN3103</td>
<td>Architectural Representation: Perception</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

- Three history/theory courses
- A fifth course to be chosen in consultation with the adviser

**ARCH UN1010 Design Futures: New York City. 3 points.**

How does design operate in our lives? What is our design culture? In this course, we explore the many scales of design in contemporary culture – from graphic design to architecture to urban design to global, interactive, and digital design. The format of this course moves between lectures, discussions, collaborative design work and field trips in order to engage in the topic through texts and experiences.

**ARCH UN1020 Introduction To Architectural Design and Visual Culture. 3 points.**

Corequisites: Intended for the non-major, sophomore year and above. Enrollment limited to 18 students.

Introductory design studio to introduce students to architectural design through readings and studio design projects. Emphasis on developing analytic skills to critique existing media and spaces. Process of analysis used as a generative tool for the students’ own design work. Attendance is mandatory at the first class meeting in order to form class registration lists.

**ARCH UN3101 Architectural Representation: Abstraction. 4 points.**


Prerequisites: Enrollment limited to 16 students per section. Recommended for the sophomore year. Students work in a studio environment. Introduction to design through analysis of abstract architectural space and form. Emphasis on the design process and principles of representations through architectural drawing and model making. Attendance is mandatory at the first class meeting in order to form class registration lists.

**ARCH UN3103 Architectural Representation: Perception. 4 points.**


Prerequisites: Students work in a studio environment. Recommended for the sophomore year. Enrollment limited to 16 students per section. Introduction to design through studies in the perception of architectural space and form. Emphasis on exploratory, inventive processes for the generation, development, and representation of ideas in a variety of media. Attendance is mandatory at the first class meeting in order to form class registration lists.

**ARCH UN3201 Architectural Design, I. 4.5 points.**

Prerequisites: ARCH V3101 and ARCH V3103. Open to architecture majors or with permission of instructor.

Introduction to architectural design taught in a studio environment, through a series of design projects requiring drawings and models. Field trips, lectures, and discussions are organized in relation to studio exercises. Portfolio of design work from Architectural Representation: Abstraction and Perception will be reviewed the first week of classes.

**ARCH UN3202 Architectural Design, II. 4.5 points.**

Prerequisites: ARCH V3201. Open to architecture majors or with permission of instructor.

Studio workshop continuation of ARCH V3201. Emphasis on the manipulation of an architectural vocabulary in relationship to increasingly complex conceptual, social, and theoretical issues. Field trips, lectures, and discussions are organized in relation to studio exercises.
ARCH UN3211 Architectural Design, III. 5 points.
Prerequisites: A design portfolio and application is required for this course. The class list will be announced before classes start. Further exploration of the design process through studio work. Programs of considerable functional, contextual, and conceptual complexity are undertaken. Portfolio required for review first day of fall semester or earlier, as requested by the department. Class list based on portfolio review will be formed by first class meeting.

Fall 2017: ARCH UN3211
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3211</td>
<td>001/07045</td>
<td>M W 9:00am - 11:50am 404 Diana Center</td>
<td>Ignacio Gonzalez Galan</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

ARCH UN3117 Perceptions of Architecture. 3 points.

Prerequisites: Designed for but not limited to sophomores; enrollment beyond 60 at the discretion of the instructor. Introduction to various methods by which we look at, experience, analyze, and criticize architecture and the built environment; development of fluency with architectural concepts. Attendance is mandatory at the first class meeting in order to form class registration lists.

Spring 2018: ARCH UN3117
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3117</td>
<td>001/09471</td>
<td>T Th 4:10pm - 5:25pm 504 Diana Center</td>
<td>Laura Diamond, Ralph Ghoche, Aaron White</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

ARCH UN3290 Curating Architecture. 3 points.
This class will examine curating practices in relation to architectural exhibitions and publications. We will look at exhibitions, pavilions, installations, magazines, journals, boogazines, websites, and blogs (among other platforms) not only as mechanisms for presenting and distributing information but also as sites that serve as an integral part of architectural theory and practice.

Fall 2017: ARCH UN3290
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3290</td>
<td>001/02863</td>
<td>T Th 9:00am - 10:50am 501 Diana Center</td>
<td>Irina Verona</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

ARCH UN3312 Special Topics In Architecture. 3 points.
Topics vary yearly. Course may be repeated for credit. Attendance is mandatory at the first class meeting in order to form class registration lists.

Fall 2017: ARCH UN3312
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3312</td>
<td>001/07408</td>
<td>T Th 9:00am - 11:10am 308 Diana Center</td>
<td>Ana Penalba</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

ARCH UN3901 Senior Seminar. 4 points.
Prerequisites: Enrollment limited to 16 students per section. Open to architecture majors only unless space permits. Readings, individual class presentations, and written reports. Attendance is mandatory at the first class meeting in order to form class registration lists.

Fall 2017: ARCH UN3901
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>ARCH 3901</td>
<td>001/09761</td>
<td>Th 12:10pm - 2:00pm 501 Diana Center</td>
<td>Suzanne Stephens</td>
<td>4</td>
<td>14</td>
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</table>

Spring 2018: ARCH UN3901
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3901</td>
<td>001/07118</td>
<td>Th 12:10pm - 2:00pm 501 Diana Center</td>
<td>Ralph Ghoche</td>
<td>4</td>
<td>13</td>
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<tr>
<td>ARCH 3901</td>
<td>002/09239</td>
<td>M 4:10pm - 6:00pm 308 Diana Center</td>
<td>Ignacio Gonzalez Galan</td>
<td>4</td>
<td>15</td>
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</table>

ARCH UN3997 Independent Study. 2-4 points.
Prerequisites: Permission of the program director in term prior to that of independent study. Independent study form available at departmental office.

Fall 2017: ARCH UN3997
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 3997</td>
<td>001/02873</td>
<td></td>
<td>Kadambari Baxi</td>
<td>2-4</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 3997</td>
<td>002/05147</td>
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<td>Karen Fairbanks</td>
<td>2-4</td>
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<tr>
<td>ARCH 3997</td>
<td>003/06391</td>
<td></td>
<td>Ignacio Gonzalez Galan</td>
<td>2-4</td>
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<tr>
<td>ARCH 3997</td>
<td>004/03994</td>
<td></td>
<td>Ralph Ghoche</td>
<td>2-4</td>
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</tbody>
</table>

ARCH UN3998 Independent Study. 2-4 points.
Prerequisites: Permission of program director in the semester prior to that of independent study.

Spring 2018: ARCH UN3998
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>ARCH 3998</td>
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<td>ARCH 3998</td>
<td>004/05342</td>
<td></td>
<td>Ignacio Gonzalez Galan</td>
<td>2-4</td>
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</tr>
</tbody>
</table>

Cross-Listed Courses
Art History and Archaeology
AHIS C3001 Introduction to Architecture. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.

This course is required for architectural history and theory majors, but is also open to students interested in a general introduction to the history of architecture, considered on a global scale. Architecture is analyzed through in-depth case studies of key works of sacred, secular, public, and domestic architecture from both the Western canon and cultures of the ancient Americas and of the Hindu, Buddhist, and Islamic faiths. The time frame ranges from ancient Mesopotamia to the modern era. Discussion section is required.

Art History

500 Diana Center
212-854-2118
212-854-8442 (fax)
email: arthistory@barnard.edu
Department Administrator: Elisabeth Sher

The Department of Art History

Mission

Art History, which is devoted to the study of all the visual arts, is one of the broadest fields in the humanities. It is concerned not only with the nature of works of art -- their form, style, and content, but also with the social, political, and cultural circumstances that shape them.

The department, fortunate in being located in New York City, one of the world’s great art centers, takes full advantage of the rich resources of the city’s museums and galleries.

Introductory level courses encourage a basic and lifelong understanding and appreciation of works of art. The rest of the curriculum offers a more advanced and specialized knowledge of art, which can lead to many kinds of careers, including teaching, museum administration and curating, business positions in galleries or auction houses, publishing, criticism, collection advising, and conservation, as well as creative careers in any medium. Students in many fields may also find that art history is relevant to their studies.

Student Learning Outcomes

Students who graduate with a major or minor in art history will be able to attain the following outcomes:

• Demonstrate a critical understanding of the social, political, and cultural circumstances surrounding the making and viewing works of art in a range of cultural traditions and time periods in a comparative way;
• Discuss the form, style, and content of a range of works of art;
• Recognize the methods and theories used to ask significant questions about works of art;
• Frame and execute their own research projects through the writing of papers, the production of art works or a combination of the two;
• Express themselves effectively orally, in writing, visually or materially;
• Study works of art in person.

Chair Art History: Anne Higonnet
Director of Visual Arts Program: Joan Snitzer

Art History Professors:

Alexander Alberro (Virginia Bloedel Wright Professor of Art History) On leave Fall 2017/Spring 2017
Rosalyn Deutsche (Term Professor)
Anne Higonnet
Keith Moxey (emeritus)
Jonathan Reynolds
Art History Associate Professors: Elizabeth Hutchinson
Art History Term Assistant Professors: Joseph Ackley
Visual Arts Senior Lecturer: Joan Snitzer
Visual Arts Professor of Professional Practice: John Miller
Adjunct Professors: Andrea Bayer, Nicolas Guagnini, Matt Keegan, Christopher Phillips, Valerie Smith

Requirements for the Major in Art History

The Major in Art History requires a minimum of 12 art history courses including:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS BC1001</td>
<td>Introduction to Art History I</td>
<td>4</td>
</tr>
<tr>
<td>AHIS BC1002</td>
<td>Introduction to the History of Art II</td>
<td>4</td>
</tr>
<tr>
<td>AHIS BC3970</td>
<td>Methods and Theories of Art History</td>
<td>4</td>
</tr>
<tr>
<td>AHIS BC3959</td>
<td>Senior Research Seminar</td>
<td>3-6</td>
</tr>
<tr>
<td>AHIS BC3960</td>
<td>Senior Research Seminar</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Two Seminar Courses in Art History (may also be counted toward the historical and regional distribution requirement.)

Seven elective courses *See below for elective requirements

• Courses in film are accepted toward the major requirements; studio courses are not.
• Recommended: One or two studio courses should be taken.
• Students who plan to undertake graduate work should acquire a reading knowledge of at least two foreign languages in which major contributions to the history of art have been made. Most graduate schools require a reading knowledge of French, German, or Italian. The department strongly recommends a student’s taking one of these languages while at Barnard.

Senior Thesis:
Students write their senior thesis in conjunction with AHIS BC3959 and/or BC3960 Senior Research Seminar. (Please see description of the senior thesis below.) Each student will develop, research, and write their thesis project in consultation with an individual faculty member in Art History. They will also attend and participate in group seminars convened during the academic year in which all students will present their work. Students who plan to study abroad during their senior year and those who expect to graduate early must begin the senior research seminar sequence in the second semester of their junior year.

Seven Elective Courses:
 Majors must take seven elective courses; these can be lecture or seminar courses. Neither BC1001 and 1002 nor any other broad survey cannot be used to fulfill this requirement. These seven electives must fulfill the following requirements:
Students must take at least one course in three of four historical periods:

- Ancient (up to 400 CE/AD)
- 400-1400
- 1400-1700
- 1700-present

These chronological divisions are approximate. In case of ambiguities about the eligibility of a course to fill the requirement, please consult the department chair or your advisor.

An additional two courses must also be drawn from at least TWO DIFFERENT world regions, as listed below:

- Africa
- Asia and the Indigenous Pacific
- Latin America, Caribbean and the Indigenous Americas
- Middle East

The remaining two courses may be any other Art History course.

**Requirements for the Major in Art History with Concentration in the Visual Arts**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS BC1001</td>
<td>Introduction to Art History I</td>
<td>4</td>
</tr>
<tr>
<td>AHIS BC1002</td>
<td>Introduction to the History of Art II</td>
<td>4</td>
</tr>
<tr>
<td>AHIS BC3031</td>
<td>Imagery and Form in the Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

One course in 19th or 20th Century Art.

One seminar in Art History.

One additional Art History course.

**Five Studio courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS BC3530</td>
<td>Advanced Studio</td>
<td>3</td>
</tr>
<tr>
<td>AHIS BC3999</td>
<td>Independent Research (to be taken in the senior year)</td>
<td>4</td>
</tr>
</tbody>
</table>

Three additional Studio courses.

The Art History Department offers a major with a Concentration in the Visual Arts. Here, students have the option of doing a studio thesis instead of a written one. Visual Arts Concentrators work closely with faculty advisors who assists them in planning a program incorporating personal interests while meeting departmental requirements.

**Requirements for the Major in Art History with a Visual Arts Concentration**

A minimum of 12 courses:

1. BC1001 and 1002 Introduction to Art History. This two-course sequence is required.
2. Art History: BC3031 Imagery and Form in the Arts. To be taken in the spring semester during the junior or senior year.
3. Studio courses: BC3530 Advanced Studio AND BC3999 Senior Independent Project (to be taken in the Senior year)

Requirements for the Minor

The minor in Art History consists of five lecture courses, including: The minor in Art History consists of five courses, including BC1001, BC1002, and three courses in the following areas of which students must have at least one be Non-European.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS BC1001</td>
<td>Introduction to Art History I</td>
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</tr>
<tr>
<td>AHIS BC1002</td>
<td>Introduction to the History of Art II</td>
<td>4</td>
</tr>
</tbody>
</table>

Three courses in the below areas, of which students must have at least one be Non-European.

**European and American**

- Ancient
- Medieval
- Renaissance
- Baroque
- Modern

**Non-European**

- Chinese
• Japanese
• Indian
• African
• Meso-American
• Native American

AHIS BC1001 Introduction to Art History I. 4 points.

Attempting to offer an introduction to artistic creation on a global scale, this course is team-taught by specialists in a number of different cultural and historical traditions. In the fall semester we will discuss the art of Europe, the Middle East, India, Japan, and China, in periods ranging from the Paleolithic to the Renaissance. Museum trips are an integral part of the course. Note: weekly discussion groups to be arranged. Discussion Section Required.

Fall 2017: AHIS BC1001

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS 1001</td>
<td>001/01791</td>
<td>M W 2:40pm - 3:55pm, 304 Barnard Hall</td>
<td>Joseph Ackley 4</td>
<td>111</td>
<td></td>
</tr>
</tbody>
</table>

AHIS BC1002 Introduction to the History of Art II. 4 points.

The second part of the Introduction to Art History goes from about 1400 to 2015, circles the world, and includes all media. It is organized around one theme for each lecture, and approximately 100 works of art. Visits to New York museums and discussions sections are crucial parts of the course.

Spring 2018: AHIS BC1002

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS 1002</td>
<td>001/01823</td>
<td>M W 2:40pm - 3:55pm, 304 Barnard Hall</td>
<td>Anne Higonnet 4</td>
<td>189</td>
<td></td>
</tr>
</tbody>
</table>

AHIS BC2001 Drawing Studio. 3 points.
Note course is limited to 15 students with instructor’s permission on the first day of class.

This course will explore drawing as an open-ended way of working and thinking that serves as a foundation for all other forms of visual art. The class is primarily a workshop, augmented by slides lectures and videos, homework assignments and field trips. Throughout the semester, students will discuss their work individually with the instructor and as a group. Starting with figure drawing and moving on to process work and mapping and diagrams, we will investigate drawing as a practice involving diverse forms of visual culture.

Fall 2017: AHIS BC2001

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>AHIS 2001</td>
<td>001/04250</td>
<td>Th 9:00am - 12:50pm, 402 Diana Center</td>
<td>Nicolas Guagnini 3</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

AHIS BC2005 Painting I and III. 3 points.
Course Limited to 15 Students. Permission of Instructor. Attend the first Class.

This course will focus on individual and collaborative projects designed to explore the fundamental principles of image making. Students acquire a working knowledge of concepts in contemporary art through class critiques, discussion, and individual meetings with the professor. Reading materials will provide historical and philosophical background to the class assignments. Class projects will range from traditional to experimental and multi-media. Image collections will be discussed in class with an awareness of contemporary image production.

Fall 2017: AHIS BC2005

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>AHIS 2005</td>
<td>001/05809</td>
<td>W 2:10pm - 6:00pm, 402 Diana Center</td>
<td>Joan Snitzer 3</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

AHIS BC2006 Painting II and IV. 3 points.
Enrollment limited to 15 students. Instructor’s permission required. Attend the first day of class.

A continuation of painting I & III, open to all skill levels. Students will further develop techniques to communicate individual and collective ideas in painting. This course will focus on individual and collaborative projects designed to explore the fundamental principles of image making. Students acquire a working knowledge of traditional studio skills and related concepts in contemporary art through class critiques, discussion, and individual meetings with the professor. Reading materials will provide historical and philosophical background to the class assignments. Class projects will range from traditional to experimental and multi-media. Image collections will be discussed in class with an awareness of contemporary image production.

Spring 2018: AHIS BC2006

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<tbody>
<tr>
<td>AHIS 2006</td>
<td>001/02013</td>
<td>W 2:10pm - 6:00pm, 402 Diana Center</td>
<td>Matthew Keegan 3</td>
<td>16/20</td>
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</table>

AHIS BC2007 Painting I and III. 3 points.
Course Limited to 15 Students. Permission of Instructor. Attend the first Class.

This course will focus on individual and collaborative projects designed to explore the fundamental principles of image making. Students acquire a working knowledge of concepts in contemporary art through class critiques, discussion, and individual meetings with the professor. Reading materials will provide historical and philosophical background to the class assignments. Class projects will range from traditional to experimental and multi-media. Image collections will be discussed in class with an awareness of contemporary image production.

Fall 2017: AHIS BC2007

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>AHIS 2007</td>
<td>001/04593</td>
<td>W 2:10pm - 6:00pm, 402 Diana Center</td>
<td>Joan Snitzer 3</td>
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<td></td>
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</table>

AHIS BC2008 Painting II and IV. 3 points.
Enrollment limited to 15 students. Instructor's permission required. Attend the first day of class.

A continuation of painting I & III, open to all skill levels. Students will further develop techniques to communicate individual and collective ideas in painting...
ideas in painting. This course will focus on individual and collaborative projects designed to explore the fundamental principles of image making. Students acquire a working knowledge of traditional studio skills and related concepts in contemporary art through class critiques, discussion, and individual meetings with the professor. Reading materials will provide historical and philosophical background to the class assignments. Class projects will range from traditional to experimental and multi-media. Image collections will be discussed in class with an awareness of contemporary image production.

<table>
<thead>
<tr>
<th>Spring 2018: AHIS BC2008</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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<tbody>
<tr>
<td>AHIS 2008</td>
<td>001/02328</td>
<td>W 2:10pm - 6:00pm</td>
<td>Matthew</td>
<td>3</td>
<td>2/20</td>
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</table>

AHIS BC2012 Drawing Studio: Extended Projects. 3 points.
Enrollment limited to 15 students. Instructor’s permission required. Attend the first day of class.

This class will explore drawing as an open-ended way of working and thinking. The class is designed to expose students to the practice of drawing in our contemporary context. Though this is primarily a studio course, class critiques of student work are augmented by feedback from guest artists, lectures, and museum/gallery trips. Throughout the semester, students will discuss their work one-on-one with the instructor and as a group. Starting with individual projects, we will investigate drawing as a practice involving diverse forms of visual culture and collaboration.

AHIS BC2350 Medieval Art and Architecture. 3 points.
Medieval painting, sculpture, and precious arts from Late Antiquity to c. 1400, including early Byzantine, early Islamic, Merovingian, Visigothic, Insular, Carolingian, Ottonian, Mozarabic, Anglo-Saxon, and especially Romanesque and Gothic art. Questions include those of style, function, material, historical context, the earthly, the divine, ornament, the figural, and the geographic Other.

AHIS BC3003 Supervised Projects in Photography. 3 points.
Enrollment limited to 15 students. Instructor’s permission required. Attend the first day of class.

Prerequisites: Enrollment limited to 15 students.
Designed for students to conduct independent projects in photography. Priority for enrollment to the class will be Barnard College students who are enrolling in classes at ICP (International Center of Photography). The cost of ICP will be covered by Barnard College. All of the other students enrolling in the course (CC, GS SOA) will be responsible for their own ICP course expenses.

<table>
<thead>
<tr>
<th>Full 2017: AHIS BC3003</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS 3003</td>
<td>001/07389</td>
<td>M 11:00am - 12:50pm</td>
<td>John Miller</td>
<td>3</td>
<td>18</td>
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</table>

<table>
<thead>
<tr>
<th>Spring 2018: AHIS BC3003</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS 3003</td>
<td>001/03690</td>
<td>M 11:00am - 12:50pm</td>
<td>John Miller</td>
<td>3</td>
<td>20/20</td>
<td></td>
</tr>
</tbody>
</table>

AHIS BC3015 Synthesis: An Approach to Mixed-Media. 3 points.
Visual Arts Studio course limited to 15 students. Instructor’s permission required. Attend the first day of class.

Synthesis: the composition, combination or transformation of parts or elements to form a whole. This studio course will explore the unique position of combining various mediums and techniques in the visual arts platform. What does it mean to use principles of drawing in the making of a photograph? Why explore sculptural forms through the materiality of painting? The course will look closely at a select group of contemporary artists who move fluidly through various forms and modes of working. The course consists of the following key areas: material, form, concept, intersection and synthesis. Through out the studio course, students will address conceptual, formal and process-oriented issues related to working across mediums in the visual arts.

AHIS BC3031 Imagery and Form in the Arts. 3 points.
Enrollment limited to 15 students. Instructor’s permission required. Attend the first day of class. Application not required.

Operation of imagery and form in dance, music, theater, visual arts and writing; students are expected to do original work in one of these arts. Concepts in contemporary art will be explored.

<table>
<thead>
<tr>
<th>Spring 2018: AHIS BC3031</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>AHIS 3031</td>
<td>001/03350</td>
<td>M 2:10pm - 4:00pm</td>
<td>Joan Snitzer</td>
<td>3</td>
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<tr>
<td>AHIS 3031</td>
<td>001/03350</td>
<td>M 4:00pm - 5:00pm</td>
<td>Joan Snitzer</td>
<td>3</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

AHIS BC3123 Woman and Art. 3 points.
Not offered during 2017-18 academic year.

Discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture.

AHIS BC3345 Islamic Architecture: the Mongol Legacy, 1250-1650. 3 points.
Not offered during 2017-18 academic year.

The destruction of Baghdad in 1258 by the armies of the Golden Horde precipitated a profound change in Islamic society whose influence was felt from Egypt to India, and from Samarqand to Istanbul. This course examines the architecture commissioned by the Ottoman, Mamluk, Safavid, Uzbek and Mughal rulers and the new cities they founded to further their unique imperial visions.

AHIS BC3530 Advanced Studio. 3 points.

Prerequisites: Enrollment limited to 15 students. Permission of the instructor.
An interpretive study of the theoretical and critical issues in visual art. Projects that are modeled after major movements in contemporary art will be executed in the studio. Each student develops an original
body of artwork and participates in group discussions of the assigned readings.

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**AHIS BC3626 In and Around Abstract Expressionism. 3 points.**
This course focuses on the history of the artistic phenomenon of abstract expressionism in the United States, Europe, Latin America and Japan. To place abstract expressionism within its proper historical context, we will explore the modern, anti-modern, avant-garde, and neo-avant-garde artistic practices that have been elaborated in various ways in different locations from the 1920s to the 1960s, and the major critical and historical accounts of modernism in the arts during these years.

**AHIS BC3642 North American Art and Culture. 3 points.**
Not offered during 2017-18 academic year.

An examination of North American painting, sculpture, photography, graphic art and decorative arts from the Colonial Period until World War I. Artists discussed will include Benjamin West, John Singleton Copley, Thomas Cole, Lilly Martin Spencer, Harriet Powers, Rafael Aragon, Robert Duncanson, Frederick Church, Winslow Homer, Thomas Eakins, James MacNeill Whistler, Mary Cassatt, Thomas Moran, Henry Ossawa Tanner and Eadweard Muybridge.

**AHIS BC3654 Institutional Critique. 3 points.**
Examines precedents for institutional critique in the strategies of early-twentieth-century historical avant-garde and the post-war neo-avant-garde. Explores ideas about the institution and violence, investigates the critique and elaboration of institutional critique from the late 1970s to the early 1990s, and considers the legacies of institutional critiques in the art of the present.

**AHIS BC3655 The Discourse of Public Art and Public Space. 3 points.**
Not offered during 2017-18 academic year.

Examination of the meaning of the term "public space" in contemporary debates in art, architecture, and urban discourse and the place of these debates within broader controversies over the meaning of democracy. Readings include Theodor Adorno, Vito Acconci, Michel de Certeau, Douglas Crimp, Thomas Crow, Jurgen Habermas, David Harvey, Fredric Jameson, Miwon Kwon, Henri Lefebvre, Bruce Robbins, Michael Sorkin, Mark Wigley, and Krzysztof Wodiczko.

**AHIS BC3658 History and Theory of the Avant Garde. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: Courses in nineteenth- and/or twentieth-century art are recommended as prerequisites for this course. This course examines the idea and practice of artistic avant-gardism in Europe and the United States from the mid-nineteenth to the late-twentieth century. It explores the changing relationship of avant-gardism to bourgeois society, concepts of democracy, art institutions, political radicalism, and non-art forms of culture, such as mass culture and third-world cultures. It studies theories of the modernist, historical, and neo-avant-gardes.

**AHIS BC3662 18th Century Art. 3 points.**
Not offered during 2017-18 academic year.

From the rococo to neo-classicism, this lecture course studies the century of Enlightenment, nascent consumer culture, early industrialization, and political revolution.

**AHIS BC3673 History of Photography. 3 points.**
Discussion Section Required

This course will survey selected social, cultural and aesthetic or technical developments in the history of photography, from the emergence of the medium in the 1820s and 30s through to the present day. Rather than attempt comprehensively to review every aspect of photography and its legacies in the nineteenth, twentieth and twenty-first centuries, the course will instead trace significant developments through a series of case studies. Some of the latter will focus on individuals, genres or movements, and others on various discourses of the photographic image. Particular attention will be placed on methodological and theoretical concerns pertaining to the medium.

**AHIS BC3674 Art since 1945. 3 points.**
Not offered during 2017-18 academic year.

Introduction to the history of art in post-war Europe and the United States from 1945 to the present, emphasizing questions of methodology of modernist studies and the diversity of theoretical approaches.

**AHIS BC3675 Feminism and Postmodernity and the Visual Arts: The 1970’s and 1980’s. 3 points.**
Not offered during 2017-18 academic year.

Examines art and criticism of the 1970s and 1980s that were informed by feminist and postmodern ideas about visual representation. Explores postmodernism as (1) a critique of modernism, (2) a critique of representation, and (3) what Gayatri Spivak called a radical acceptance of vulnerability. Studies art informed by feminist ideas about vision and subjectivity. Places this art in relation to other aesthetic phenomena, such as modernism, minimalism, institution-critical art, and earlier feminist interventions in art.

**AHIS BC3681 Directions in Contemporary Art. 3 points.**
Not offered during 2017-18 academic year.

Introduces the history of contemporary artistic practices from the 1960s to the present, and the major critical and historical accounts of modernism and postmodernism in the arts. Focusing on the interrelationships between modernist culture and the emerging concepts of postmodern and contemporary art, the course addresses a wide range of historical and methodological questions.
AHIS BC3682 Early Modernism and the Crisis of Representation. 3 points.

Prerequisites: 20th Century Art recommended. This course studies the emergence and development of Modernism in all of its complexity. Particular attention will be paid to the ways in which Modern artists responded to the dramatically changing notions of space, time and dimension in the late nineteenth and early twentieth century. What impact did these dramatic changes have on existing concepts of representation? What challenges did they pose for artists? To what extent did Modernism contribute to an understanding of the full consequences of these new ideas of time and space? These concerns will lead us to examine some of the major critical and historical accounts of modernism in the arts as they were developed between the 1860s and the 1920s.

AHIS BC3687 Modern Japanese Art. 3 points.
Not offered during 2017-18 academic year.

This class will explore Japanese painting, prints, photography and performance art from the mid-19th century to the present. We will consider artists' responses to rapid modernization, debates over cultural identity, and the ever-changing role of "tradition" in modern art practice. We will also discuss the impact of natural disaster and war on the arts, and the role of art in mediating social conflict. There are no prerequisites, but the survey of Japanese art history and classes in modern Japanese studies would provide useful background.

AHIS BC3939 Contemporary Photography. 4 points.
Undergraduate seminar course. Course limited to 15 Students with instructor's permission. Application process required. Applications are due in the Barnard Art History office April 7th. Not offered during 2017-18 academic year.

This undergraduate seminar will explore key texts that have informed the current condition and possibilities of the medium of photography. The course readings will consist of writings by critics and historians which reflect the unstable status of the photographic object between: technology and culture, mass culture and avant-garde art, discourse and documentation, analogue and digital.

AHIS BC3949 The Art of Witness: Memorials and Historical Trauma. 4 points.
Undergraduate seminar course. Course limited to 15 Students with instructor's permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

Examines aesthetic responses to collective historical traumas, such as slavery, the Holocaust, the bombing of Hiroshima, AIDS, homelessness, immigration, and the recent attack on the World Trade Center. Studies theories about trauma, memory, and representation. Explores debates about the function and form of memorials.

AHIS BC3950 Photography and Video in Asia. 4 points.
Undergraduate seminar course. Course limited to 15 Students with instructor's permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

East Asia is now perhaps the world’s most dynamic region, and its dramatic social and economic transformation has been mirrored in the work of a host of startlingly original and innovative visual artists. The class will explore the ideas and visual idioms that inform the leading contemporary photo artists in China, Korea, Japan, Taiwan, and Hong Kong. We will begin with a historical survey of the development of photography in East Asia since the mid-19th century, but we will concentrate on the period from 1960 to the present. Figures whose work will be explored include such Japanese artists and photographers as Eikoh Hosoe, Daido Moriyama, Tomatsu Shomei, Miyako Ishiuchi, Nobuyoshi Araki, Yasumasa Morimura, Moriko Mori, Naoya Hatakeyama, and Tomoko Sawada. From China, we will examine the work of artists like Zhang Huan, Hong Hao, Yang Fudong, Lin Tianmiao, and Xing Danwen, while Korean artists to be covered include Atta Kim and Yeon Doo Jung. Since many of these artists work regularly in video as well as photography, there will be regular video screenings throughout the semester.

AHIS BC3951 Contemporary Art and the Public Sphere. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: AHIS BC1001 - AHIS BC1002 or equivalent. Enrollment Limited to 15 students. Permission of the instructor. Preference to seniors and Art History majors.

Critically examines contemporary debates about the meaning of public art and public space, placing them within broader controversies over definitions of urban life and democracy. Explores ideas about what it means to bring the term "public" into proximity with the term "art." Considers the differing ideas about social unity that inform theories of public space as well as feminist criticism of the masculine presumptions underlying certain critical theories of public space/art.

AHIS BC3952 Art and Mass/Popular/Everyday Culture: 1850 to the Present. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: AHIS BC1001 - AHIS BC1002 or equivalent. Enrollment limited to 15 students. Permission of the instructor. Preference to seniors and Art History majors.

Examines interactions between art in Europe and the United States during the 19th and 20th centuries, on the one hand, and non-art forms of culture that are called variously "mass," "popular," and "everyday" culture, on the other. Places art/mass culture interactions within the rise of bourgeois society, the invention of democracy, and relations of class, gender, sexuality, and race. Studies major critical theories and debates about the relationship between art and mass culture.

AHIS BC3957 1980s Feminism and Postmodernism in the Visual Arts. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: AHIS BC1001 - AHIS BC1002 or equivalent. Enrollment limited to 15 students. Permission of the instructor. Preference to seniors and Art History majors.

Examination of art and criticism that is informed by feminist and postmodern ideas about subjectivity in visual representation which first achieved prominence in the late 1970s and 1980s, exerting a profound influence on contemporary aesthetic practice. Explored in relation to earlier concepts of feminism, modernism, social art history, and "art as institution." Artworks discussed include those of Barbara Kruger, Cindy Sherman, Louise Lawler, Krzysztof Wodiczko, Hans Haacke, Mary Kelly, and Catherine Opie, among others.

AHIS BC3959 Senior Research Seminar. 3 points.
Prerequisites: Course open to Barnard Art History majors only. Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser in art history and participate in group meetings scheduled throughout the senior year.

AHIS BC3960 Senior Research Seminar. 3 points.
Prerequisites: Course open to Barnard Art History majors only. Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser in Art History and participate in group meetings scheduled throughout the senior year.

AHIS BC3961 Winslow Homer and American Realism. 4 points.
Seminar course limited to 15 undergraduates. Not offered during 2017-18 academic year.

Winslow Homer is in many ways the quintessential American Realist. One need only glance at his sunny pictures of women playing croquet or his stunning snapshots of surf breaking on the Maine Coast to recognize the bold graphic energy of his work and its seemingly national subject matter. Homer was promoted as an untrained and naive observer of his time, but in fact he was a sophisticated artist more concerned with polemics. Artists will include Ad Reinhardt, Daniel Buren, Helio Oiticica, Juan Downey, Hollis Frampton, Victor Burgin, Jeff Wall, Mike Kelley, Coco Fusco, Maria Eichhorn, Jutta Koether, Melanie Gilligan.

AHIS BC3968 Art/Criticism I. 4 points.
Undergraduate seminar course. Course limited to 15 Students with instructor’s permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

This course is a seminar on contemporary art criticism written by artists in the post war period. Such criticism differs from academic criticism because it construes art production less as a discrete object of study than as a point of engagement. It also differs from journalistic criticism because it is less obliged to report art market activity and more concerned with polemics. Art/Criticism I will trace the course of these developments by examining the art and writing of one artist each week. These will include Brian O’Doherty/Patrick Ireland, Allan Kaprow, Robert Morris, Yvonne Rainer, Robert Smithson, Art & Language, Dan Graham, Adrian Piper, Mary Kelly, Martha Rosler, Judith Barry and Andrea Fraser. We will consider theoretical and practical implications of each artist’s oeuvre.

AHIS BC3969 Art/Criticism II. 4 points.
Course Limited to 15 Students with Instructor’s Permission. Application due 11/13/15. Go to the BC AH website for more information and to download an application. www.barnard.edu/arthist

This course is a seminar on contemporary art criticism written by artists in the post war period. Such criticism differs from academic criticism because it construes art production less as a discrete object of study than as a point of engagement. It also differs from journalistic criticism because it is less obliged to report art market activity and more concerned with polemics. Artists will include Ad Reinhart, Daniel Buren, Helio Oiticica, Juan Downey, Hollis Frampton, Victor Burgin, Jeff Wall, Mike Kelley, Coco Fusco, Maria Eichhorn, Jutta Koether, Melanie Gilligan.

AHIS BC3970 Methods and Theories of Art History. 4 points.
Prerequisites: Barnard Art History Major Requirement. Enrollment limited only to Barnard Art History majors.
Introduction to critical writings that have shaped histories of art, including texts on iconography and iconology, the psychology of perception, psychoanalysis, social history, feminism and gender studies, structuralism, semiotics, and post-structuralism.

AHIS BC3970 Senior Research Seminar. 3 points.
Seminar course limited to 15 seniors and Art History majors.

Andrea Fraser. We will consider theoretical and practical implications of each artist's oeuvre.
AHIS BC3971 Rococo and It’s Revivals. 4 points.
Not offered during 2017-18 academic year.

The useful arts of eighteenth-century France – furniture, interior decoration, clothing etc. – have always been considered among the masterpieces of decorative arts history. A revolution in scholarship has made it possible to understand how these objects inaugurated some of modernity’s key values: individualism, private home life, consumer culture, women’s involvement in the arts, global capitalism, and an orientalist fascination with the Near and Far Easts. Several class sessions will take place in the great decorative arts galleries of the Metropolitan Museum and the Frick Collection, where students will give presentations on individual objects.

AHIS BC3976 Japanese Photography. 4 points.
Not offered during 2017-18 academic year.

This course will examine the history of Japanese photography from the middle of the 19th century to the present. The class will be organized both chronologically and thematically. Throughout its history, photography has been an especially powerful medium for addressing the most challenging issues facing Japanese society. Among the topics under discussion will be: tourist photography and the representation of women within that genre in the late 19th century, the politics of propaganda photography, the construction of Japanese cultural identity through the representation of “tradition” in photography, and the interest in marginalized urban subcultures in the photography of the 1960s and 1970s. Although the course will be focused on Japan, the class will read from the literature on photography elsewhere in order to situate Japanese work within a broader context.

AHIS BC3984 Curatorial Positions 1969 to the Present. 4 points.
Course Limited to 15 Students with Instructor’s Permission. Application due 11/13/15. Go to the BC AH website for more information and to download an application. www.barnard.edu/arthist

Contemporary exhibitions studied through a selection of great shows from roughly 1969 to the present that defined a generation. This course will not offer practical training in curating; rather it will concentrate on the historical context of exhibitions, the theoretical basis for their argument, the criteria for the choice in artists and their work, and exhibitions’ internal/external reception.

AHIS BC3985 Introduction To Connoisseurship. 4 points.
Enrollment limited to 15.

Prerequisites: the instructor’s permission. Please see Barnard College Art History Department’s website for instructions. Factors involved in judging works of art, with emphasis on paintings; materials; technique, condition, attribution; identification of imitations and fakes; questions of relative quality.
AHIS V3248 Greek Art and Architecture. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.
Introduction to the art and architecture of the Greek world during the archaic, classical, and Hellenistic periods (11th - 1st centuries B.C.E.).

AHIS V3250 Roman Art and Architecture. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.
The architecture, sculpture, and painting of ancient Rome from the 2nd century B.C. to the end of the Empire in the West.

AHIS V3400 Italian Renaissance Painting. 3 points.
Not offered during 2017-18 academic year.
The origins and development of Renaissance painting: humanism and religion, perspective and art theory, the revival of the classical form and content. Emphasis on major centers, especially Florence and Venice and the courts, and on the major masters: Masaccio, Fra Angelico, Piero della Francesca, Giovanni Bellini, Leonardo da Vinci.

AHIS V3464 Later Italian Art. 3 points.
Not offered during 2017-18 academic year.
This course offers an overview of painting, sculpture, and architecture in Italy from about 1475 to about 1600. It concentrates on artists in four geographical areas and periods: (1) Florence in the late-15th and early-16th centuries (Leonardo da Vinci, Michelangelo); (2) Rome from 1502 to about 1534 (Bramante, Michelangelo, Raphael); (3) Florence from 1520 to 1565 (Andrea del Sarto, Pontormo, Bronzino, Cellini); and (4) Venice from about 1500 to 1588 (Bellini, Giorgione, Titian, Veronese, Tintoretto, Jacopo Sansovino).

AHIS V3607 Latin American Artists: Independence to Today. 3 points.
Not offered during 2017-18 academic year.
The course looks at works produced in the more than 20 countries that make up Latin America. Our investigations will take us from the Southern Cone nations of South America, up through Central American and the Caribbean, to Mexico in the north. We will cover styles from the colonial influences present in post-independence art of the early 19th century, to installation art from the beginning of the 21st century. Along the way we will consider such topics as the relationship of colonial style and academic training to forging an independent artistic identity; the emergence and establishment of a modern canon; experiments in surrealism, neo-concretism, conceptual art, and performance. We will end the course with a consideration of Latino artists working in the U.S.

AHIS V3662 Eighteenth Century Art in Europe. 3 points.
Not offered during 2017-18 academic year.
The term "Enlightenment" refers to the phenomenon of emancipation that spread across Europe in the 18th century, including emancipation from the religious discourse that regulated behaviors in the public and private spheres during the 17th century. In contrast, in the 18th century, human reason and human sensibility became the new dominant modes of apprehension of the world. This course examines how artists responded to this rise of subjectivity, in the context of the transformation of the 18th-century cultural, social and economic landscape. Topics of discussion will include: the birth of art criticism; the development of the art market; the phenomenon of "exoticisms;" domesticity and the cult of sensibility; the ascension of women artists and patrons; traveling artists and amateurs; and the new classicism.

AHIS V3673 History of Photography. 3 points.
Not offered during 2017-18 academic year.
Few media have shaped the course of modernity more powerfully than photography. Law, science, journalism, criminology, urban planning, and entertainment are but a handful of the fields remade by the introduction of photography. More ambivalent has been photography's relationship to art. Once relegated to the margins, photographic practices now occupy the center of much artistic production. This course will not attempt a comprehensive survey of the medium. Rather, we will trace central developments through a series of case studies from photography's 19th century birth to its current, digital afterlife. We will cover seminal movements and figures as well as more obscure practices and discourses. Particular attention will be paid to the theoretical and methodological questions concerning the medium.

AHIS V3895 Introductory Colloquium: The Literature and Methods of Art History. 4 points.
Not offered during 2017-18 academic year.
An introduction to different methodological approaches to art history as well as a variety of critical texts by such authors as Wölfflin, Riegl, Panofsky, and Gombrich.

AHIS V4436 Florentine Sculpture From Donatello To Michelangelo. 3 points.
Not offered during 2017-18 academic year.
The origins of Renaissance sculpture in Florence, beginning with the competition of 1401 for the Baptistery doors. The art of Donatello, Ghiberti Desiderio, Bernardo Rosselino, Verrocchio, Antonio Pollaiuolo, Benedetto da Maiano and Michelangelo examined in detail.

AHIS W3020 Drawings and Prints. 3 points.
Not offered during 2017-18 academic year.
This course will consider the graphic media from the Renaissance to the 20th century, with particular attention to the analysis of linear structure and the phenomenology of drawing, the position of drawing, in both theory and practice, as the foundation of pictorial expression and representation. With attention to teh full history of graphic expression, the course will focus on the work of individual artists- including Pisanello, Leonardo, Durer, Raphael, Michelangelo, Rembrandt, Tiepolo, Piranesi, Goya, Daumier, Picasso and Matisse.

AHIS W3110 The Athenian Acropolis in the 5th & 6th Centuries BCE. 3 points.
Not offered during 2017-18 academic year.
The course places the architecture and the sculptural decoration of the Parthenon in the centre of the scheduled class sessions. The course also aims at a contextualisation of the Parthenon within the broader architectural, artistic, and topographical context of the Athenian Acropolis during the sixth and fifth centuries BCE. The chosen chronological frame focuses on the period of the most intensive activity on the Acropolis. Two class sessions will, nevertheless, give a brief overview of the Acropolis after the end of the Peloponnesian war and concentrate on the transformation of the Acropolis into "Greece's museum of the past", an Arcadian topos of human imagination.

AHIS W3200 Medieval Millennium: Objects of Desire. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.

Undergraduate students must register for a discussion section, time tba on the Directory of Classes. Students are invited to construct the Middle Ages around a sequence of objects in the Metropolitan Museum of Art. These precious relics of a distant past, now made available as digital images on a website, invite interaction and response: they become objects of desire.

AHIS W3205 Introduction to Japanese Painting. 3 points.
Not offered during 2017-18 academic year.

A survey of the multifaceted forms of Japanese painting from antiquity through the early modern period. Major themes to be considered include: painting as an expression of faith; the interplay indigenous and imported pictorial paradigms; narrative and decorative traditions; the emergence of individual artistic agency; the rise of woodblock prints and their impact on European painting in the nineteenth century.

AHIS W3208 The Arts of Africa. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2017-18 academic year.

Introduction to the arts of Africa, including masquerading, figural sculpture, reliquaries, power objects, textiles, painting, photography, and architecture. The course will establish a historical framework for study, but will also address how various African societies have responded to the process of modernity.

AHIS W3230 Medieval Architecture. 3 points.
Not offered during 2017-18 academic year.

Developed collaboratively and taught digitally spanning one thousand years of architecture.

AHIS W3234 Medieval Art II: Romanesque and Gothic. 3 points.
Not offered during 2017-18 academic year.

This lecture course is intended for students with little or no background in medieval art. It provides an introduction to a period of one thousand years (fourth to fourteenth centuries) employing a dialectical interaction between memories of the imperial past and the dynamic, forward-moving force of “Gothic.” We will survey all aspects of artistic production, with especial emphasis upon architecture and monumental sculpture. In the last part of the term we will turn to some of the principal themes of medieval art, focusing upon objects accessible to the students in the Metropolitan Museum of Art and the Cloisters.

AHIS W3340 Masterpieces of the Art of China, Korea, and Japan. 3 points.
Not offered during 2017-18 academic year.

The decorative arts of ceramics, lacquers, and jades; Buddhist art, architecture, sculpture; and later painting. Museum laboratory sessions.

AHIS W3407 Early Italian Art. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.

An introduction to the origins and early development of Italian Renaissance painting as a mode of symbolic communication between 1300-1600. Artists include Giotto, Fra Angelico, Masaccio, Mantegna, and Leonardo da Vinci. Emphasis on centers of painting in Florence, Siena, Assisi, Venice and Rome.

AHIS W3410 Approaches to Contemporary Art. 3 points.
This course examines the critical approaches to contemporary art from the 1970s to the present. It will address a range of historical and theoretical issues around the notion of “the contemporary” (e.g. globalization, participation, relational art, ambivalence, immaterial labor) as it has developed in the era after the postmodernism of the 1970s and 1980s.

AHIS W3508 Rembrandt. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: the instructor’s permission. Close study of Rembrandt’s inventiveness as both painter and draughtsman, and of his complicated relationship with both his contemporary culture and the art of the past.

AHIS W3600 Nineteenth-Century Art. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.

The course examines selected topics in the history of European painting from the 1780s to 1900. It will explore a range of aesthetic, cultural and social issues through the work of major figures from David, Goya, and Turner to Manet, Seurat and Cezanne. This is a no laptop, no e-device course.

AHIS W3606 Visual Arts in Imperial Spain 1470-1600. 3 points.
Not offered during 2017-18 academic year.

The course will survey Renaissance art in Hapsburg Spain, considered in the wide geographical context of the extended and dispersed dominions of the different crowns of the Spanish monarchy, which connected the Iberian Peninsula with Italy, Flanders and the New World. It will concern visual art in its various media, mainly painting, sculpture and architecture, but also tapestries, prints, armor, goldsmithery and ephemeral decoration, among others. Works of the main artists of the period will be introduced and analyzed, giving attention to the historical and cultural context of their production and reception. The course will particularly focus on the movement of artists, works and models within the Spanish Hapsburg territories, in order to understand to what extent visual arts contributed to shaping the political identity of this culturally composite empire.

AHIS W3645 20th Century Architecture/City Planning. 3 points.
Not offered during 2017-18 academic year.

This undergraduate lecture course is an introduction to key topics in the history and theory of modern architecture and urbanism of the twentieth century, primarily focusing on developments in Europe and the United States, complemented with selected case studies from countries in Latin America and Asia. The course does not systematically cover all the major events, ideas, protagonists, and buildings of the period. It is organized around thematic and sometimes monographic lectures, which are intended to represent the essential character of modern architecture from its beginnings around 1900 until more recent developments at the end of the century.

AHIS W3650 Twentieth-Century Art. 3 points.
BC: Fulfillment of General Education Requirement: Reason and Value (REA), BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART), Discussion Section Required
Not offered during 2017-18 academic year.

The course will examine a variety of figures, movements, and practices within the entire range of 20th-century art—from
Expressionism to Abstract Expressionism, Constructivism to Pop Art, Surrealism to Minimalism, and beyond—situating them within the social, political, economic, and historical contexts in which they arose. The history of these artistic developments will be traced through the development and mutual interaction of two predominant strains of artistic culture: the modernist and the avant-garde, examining in particular their confrontation with and development of the particular vicissitudes of the century’s ongoing modernization. Discussion section complement class lectures. Course is a prerequisite for certain upper-level art history courses.

AHIS W3770 Art, Media and the Avant-Garde. 3 points. Not offered during 2017-18 academic year.

At the center of the avant-garde imagination—and the interwar period in Europe more broadly—were photography and film. Long relegated to the margins of art history and rarely studied together, photography and film were often the guiding lights and vehicles for mass dissemination of avant-garde images and techniques. This lecture course delves into interbellum art, photography, film, and critical writing as it surveys a range of avant-garde movements and national cinemas; seminal artists and theorists; and topics such as montage, abstraction, technological media, archives, advertising, sites and architectures of reception. Film screenings will take place most weeks.

AHIS W3810 Ivory Carvings, 400-1400: Cross Cultural Interactions. 4 points. Not offered during 2017-18 academic year.

The art of carving ivory was (and still is) a craft contingent upon the availability of imported elephant tusks, from either South East Asia or, more frequently, from the African continent. The shifting winds of trade routes offer an interpretive paradigm with which to analyze ivory objects from a variety of different cultural groups: the lack or abundance of ivory and the resulting desire for or surfeit of the material shapes its meaning and use throughout the Mediterranean basin. The study of ivory objects also allows us to investigate the rich intercultural interactions between Eastern and Western Christians, and both of these with the Islamic world. This class will include visits to the American Museum of Natural History, the Metropolitan Museum of Art, and the Cloisters. Reading knowledge of a foreign research language is strongly recommended (French, Italian, German, Spanish, Arabic).

AHIS W3812 The Study of Gothic Architecture. 4 points. Not offered during 2017-18 academic year.

The seminar has three parts: first, after a brief exploration of issues of mapping and plotting Gothic, we will follow a sequence of readings in the production of the twelfth to fifteenth centuries. We will, in addition, explore the notion of “mapping,” or spatial databasing to a corpus of English Gothic churches and cathedrals. We will, in addition, explore the notion of “Englishness” in architectural production of the twelfth to fifteenth centuries.

AHIS W3814 The Enchanted World of German Romantic Prints, 1750-1850. 4 points. Not offered during 2017-18 academic year.

The Enchanted World of German Romantic Prints 1770 – 1850 will open in Philadelphia in late 2013 and travel to several venues. Drawn entirely from Philadelphia Museum of Art’s uniquely rich holdings of more than 8,000 prints by 800 German School painters and printmakers of this period, the exhibition will feature 125 works by leading Austrian, German, and Swiss artists working at home and abroad, including Josef Danhauser, Caspar David Friedrich, Ludwig Emil Grimm, Carl Wilhelm Kolbe, Ferdinand Olivier, Johann Christian Reinhart, Ludwig Richter, Karl Friedrich Schinkel, and Philipp Otto Runge, and Adrian Zingg. Spanning eight decades, from the first stirrings of a Romantic sensibility among German-speaking writers and artists in the 1770s to the pan-European uprisings of 1848/49, the selected works mirror many of the sweeping social and political changes that occurred during these turbulent times, reflecting such significant new trends in the arts as the growing appreciation of late Gothic and early Renaissance art – especially Dürr and Raphael – and the widespread enthusiasm for recently rediscovered medieval sagas, age-old fairy tales, popular ballads, and folk songs. The prints of the period document important shifts in taste in contemporary art circles, including the rise to prominence of landscape, informal portraiture, and scenes of everyday life alongside the more highly-ranked academic art categories of history and religion. The exhibition and catalogue will also treat a number of important printmaking innovations, among them the introduction of new technology (lithography and steel engraving) and new methods of print distribution (print albums, illustrated books and almanacs, annual print club editions), all of which served a rapidly expanding world of print collectors made up of a newly flourishing segment of the population, the cultivated citizenry known as the Lesepublikum, or reading public.

AHIS W3816 Mapping Gothic England. 4 points. Not offered during 2017-18 academic year.

Prerequisites: Some knowledge of medieval architecture. In this seminar we will apply the notion of “mapping,” or spatial databasing to a corpus of English Gothic churches and cathedrals. We will, in addition, explore the notion of “Englishness” in architectural production of the twelfth to fifteenth centuries.

AHIS W3819 Contemporary British Art. 4 points. Not offered during 2017-18 academic year.

TBA

AHIS W3833 Architecture, 1750-1890. 3 points. Not offered during 2017-18 academic year.

Major theorists and designs of architecture, primarily European, from the Age of Enlightenment to the dawn of the art nouveau critique of historicism. Particular attention to changing conditions of architectural practice, professionalization, and the rise of new building types, with
focus on major figures, including Soufflot, Adam, Boullee, Ledoux, Schinkel, Pugin, and Garnier.

**AHIS W3845 The Grand Tour. 4 points.**
Not offered during 2017-18 academic year.

This undergraduate seminar explores the origins and development of tourism by focusing on the eighteenth-century Grand Tour. The course will examine topics such as motion as a vehicle of aesthetic experience and the use of guidebooks and itineraries; the identification and codification of a canon of monuments and masterpieces; luxury, consumption, and the category of tourist art; copying, invention, and the role of the fragment; and the relationship between tourism, collecting, and the origin of museums.

**AHIS W3849 Chichen Itza and its Sacred Well. 4 points.**
Not offered during 2017-18 academic year.

In this seminar we will read seminal literature on Chichen Itza while analyzing its architecture and sculpture. Each student will select a major monument to work on as the class reconstructs the ancient city. It is hoped that information gleaned through the methods of art history will add to our knowledge of this complex and fascinating place. Undergraduates will have the chance to do some “pioneering” work instead of just repeating the literature.

**AHIS W3854 Bernini, Baroque Sculpture, and the Painterly. 4 points.**
Not offered during 2017-18 academic year.

This course will examine afresh the painterly illusionism of Bernini’s statues as well the intermediality of his ensembles of sculpture, painting, and architecture (known as bel composti). Rather than situate materiality and facture subordinate to illusion and ideation (as is typically the case), we will consider baroque sculpture as material as much as immaterial. What might be gained if we look beyond Bernini’s dematerializing illusionism, and consider the material presence of his work? Was Bernini interested in medium specificity? In what media do we have evidence of him thinking pictorially? Are Bernini’s processes, whether in drawing or in modeling, similar to those of painters who also drew and modeled? How does Bernini’s work and process compare to that of contemporary sculptors like Alessandro Algardi, Francesco Mochi and Giuliano Finelli, to name a few? The goal is to come away from this class with a better sense for how material and conceptual dialogues among the arts shaped Baroque sculpture.

**AHIS W3865 Paris: Capital of the 19th Century. 4 points.**
APPLICATION DUE TO 826 SCHERMERHORN. Not offered during 2017-18 academic year.

A travel seminar on Paris in its nineteenth-century heyday. Painting, prints, architecture, urban planning, fashion, romance, revolutions and death will all be studied. Assignments will include novels about Paris. During spring break, the class will travel to Paris to experience the city.

**AHIS W3870 Rome and Florence: A Tale of Two Cities: Architecture and urban strategies in the Renaissance. 4 points.**
Not offered during 2017-18 academic year.

Rome and Florence have been the two centers where the humanism and the study of antiquity started and developed. The seminar will explore differences and similarities produced in architecture and urban strategies by a different kind of patronage: the papacy in Rome and the Medici family in Florence.

**AHIS W3885 Intellectuals, Gods, Kings & Fishermen. 4 points.**
Not offered during 2017-18 academic year.

During the Hellenistic period (330-30 BCE), themes that were considered uninteresting, even inappropriate for the viewer of Classical and Late Classical sculpture became extremely attractive: old people, hard working peasants, old drunken prostitutes, fishemen in the big harbours, or persons ethnically different from the Greek ideals became the subject of the Hellenistic sculpture in the round that also produced images of serene divinities and dynamic members of the elite in an entirely Classical tradition. Besides Athens, new cultural and artistic centres arose: Alexandria in Egypt, Antiocheia and Pergamon in Asia Minor, or Rhodes. Despite its importance as the birthplace of all arts, Athens did not dominate anymore the artistic language, so that an unprecedented variety of styles characterises the sculptural production of the Hellenistic period. The seminar will study the sculpture of the Hellenistic period as an extremely imaginative and dynamic artistic expression without the Classical bias. The styles of the various Hellenistic artistic centres will be individually analysed based on representative works and then compared to each other and to the sculptural traditions of the Classical period, so that Hellenistic sculpture can be understood both as a continuation of the Classical and especially Late Classical sculpture and as an artistic and intellectual revol against the ideals of the past.

**AHIS W3886 Art Between the Wars 1919-1939. 4 points.**
Not offered during 2017-18 academic year.

Coming on the heels of the Guggenheim’s recent blockbuster exhibit, “Chaos and Classicism,” Art Between the Wars is a seminar dedicated to the investigation of interwar art, architecture, film and photography produced in France, Italy, Germany, and the USSR from 1919-1939. We will examine the widespread return to figuration, the rampant retour à l’ordre mentality, and the rapid replacement of the historical avant-garde movements of Cubism, Futurism, Expressionism and Suprematism (and Constructivism), with Purism, Novecento, Neue Sachlichkeit, and Soviet Socialist Realism, respectively. By way of contrast we will also consider the example of America’s own homegrown interwar movement, Regionalism.

**AHIS W3894 The Floating World. 4 points.**
Not offered during 2017-18 academic year.

Prerequisites: ArtHum, Preference given to students with some background in Asian Art.

"Pictures of the Floating World" (Ukiyo-e) constitute one of the most significant developments in the history of Japanese art, and one that would have profound impact on the history of art in Europe and the west in the early modern period. These images were created on all pictorial formats, from scroll paintings and painted fans to woodblock prints, wooden posters, lanterns, and kites. Because these images pervaded so many different media, Ukiyo-e images offer a unique lens through which to examine the role art in early modern society as well as the very nature of that society. Our course will focus primarily on the woodblock print, a popular pictorial form that was accessible to broad sectors of society, and will focus on woodblock prints created in the city of Edo between 1700 and 1850. The course will be shaped around three approaches: brief weekly lectures to introduce prominent images and themes; discussion of readings that offer critical perspectives; and direct examination of works of art in the collections of Columbia University and other institutions and collections in New York.
AHIS W3895 Majors’ Colloquium: the Literature and Methods of Art History. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Not open to Barnard or Continuing Education students. Majors must receive instructor’s permission. Students must sign-up online: http://goo.gl/forms/0fh8xShqk
Introduction to different methodological approaches to the study of art and visual culture. Majors are encouraged to take the colloquium during their junior year.

AHIS W3897 Black West: African-American Artists in the Western United States. 4 points.
Not offered during 2017-18 academic year.

This course considers the creative production of African Americans primarily in California in the 19th and 20th centuries. Themes pertinent to the course include: how are African-American identities and cultural production imbriicated with concepts of what is considered “western” or trends of west coast artmaking?, and what can these artists tell us about notions of space, place, and migration in the African-American imagination?

AHIS W3898 Yoruba and the Diaspora. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2017-18 academic year.

We will study one of the great classical civilizations of Africa, the Yoruba kingdoms of Nigeria and Benin, and their impact on the arts of Cuba (Santería/Lucumi), Haiti (Vodoun and associated easel painting), Brazil (Candomblé, Umbanda), Surinam, and the U.S. There will be one or more museum field trips. For their research projects, students are free to work on a variety of topics, ranging from the subjects already listed to: the representation of Santería in Hollywood; the films of Maya Deren; Cuban modernism; Zora Neale Hurston in Haiti; etc.

AHIS W3899 African American Visual and Decorative Arts, 1650-1900. 4 points.
Not offered during 2017-18 academic year.

This course surveys the earliest forms of visual production by North Americans of African descent, spanning the period from 1640-1900. Our focus encompasses decorative arts and crafts (furniture, wrought iron, pottery, quilts), architecture and the emerging field of African American archeology, along with photography and the fine arts of painting and sculpture. We will consider how certain traditions brought from Africa contributed to the development of the early visual and material culture of what came to be called the United States. We will also reflect on how theories of creolization, diaspora, and resistance help us understand African American and American culture in general.

AHIS W3904 Aztec Art and Sacrifice. 4 points.
SEAS Interdisciplinary Course
Not offered during 2017-18 academic year.

This seminar explores the issues of art and sacrifice in the Aztec empire from the points of view of the 16th century and modern times.

AHIS W3906 The Colonial View of Aztec and Inca Art. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: application required.
Aztec and Inca art and culture analyzed as seen through Spanish and Native eyes in the context of an increasingly hybrid Colonial world.

AHIS W3907 Construction of Andean Art. 4 points.
Not offered during 2017-18 academic year.

Explores various ways in which the West has made sense of Andean Art from the 16th century to the present.

Not offered during 2017-18 academic year.

African art history reached a new maturity and sophistication in the 1990s through an intense interdisciplinary dialogue on the visual arts in the Congo. Prominent historians, anthropologists, political scientists, philosophers, artists, and art historians debated the history of Congolese art and changed its future through active patronage. The seminar will cover a wide variety of these texts and will examine the unprecedented role for museum exhibitions in disseminating new interpretations for African art.

AHIS W3919 The French Renaissance 1450-1550. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Reading knowledge of French Renaissance art in France rarely receives the same attention as its counterpart in Italy. The beginning of the French Renaissance is usually defined by the influx of Italian artists and objects during the course of the military campaigns in Italy by Charles VIII as well as Louis XII and/or the reign of Francis I (1515-1547). Suggesting a different view on the French Renaissance, this seminar aims to investigate the history of French art from Jean Fouquet (fl. c. 1450-1480) to Henry II (r. 1547-1559), emphasizing the diversity of French artistic production of this period and suggesting a continuity usually not acknowledged. A focus will be on illuminated manuscripts and painting, but the course will also address other media, such as objet d’art, stained glass, tapestries, wall painting and architecture. This class will include visits to Columbia’s Rare Book & Manuscript Library, the Pierpont Morgan Library, the Metropolitan Museum of Art, and The Cloisters. Reading knowledge of French is strongly recommended.

AHIS W3921 Patronage and the Monuments of India. 4 points.
Not offered during 2017-18 academic year.

Exploration of the multiple aspects of patronage in Indian culture – religious, political, economic, and cultural. Case studies focused on specific monuments will be the subject of individual lectures.

AHIS W3922 Rome, CA. 300-1300. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: basic Italian desirable; at least 2 classes in Ancient/ Medieval art.
This seminar explores the art and architecture of the city of Rome from Late Antiquity through the Middle Ages, namely from the reign of Constantine the Great to the creation of the first Jubilee Year by Pope Boniface VIII in 1300. The course is offered in close collaboration with Ancient Rome and Its Monuments (F. de Angelis) and is conceived as a travel seminar, taking students to Rome during Spring Break.

AHIS W3923 The Public Monument in the Ancient Near East. 4 points.
Not offered during 2017-18 academic year.

This seminar will focus on the invention of the public monument as a commemorative genre, and the related concepts of time, memory and history in the ancient Near East and Egypt. Public monuments will be
studied in conjunction with readings from ancient texts (in translation), as well as historical criticism, archaeological and art historical theories.

AHIS W3930 Ancient Rome and its Monuments. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Familiarity with Ancient Rome, to be demonstrated through courses taken (Roman Art, Roman History, Latin Literature, etc.)

This seminar is an introduction to the main monuments of ancient Rome from the Archaic period to the third century CE. A trip to Rome will take place during Spring Break.

AHIS W3944 Art and Performance in 19th Century Europe. 4 points.
This course explores how the notion of “performance” can help us conceptualize aspects of nineteenth-century visual culture. Part of our investigation will involve examining how artists and critics claimed theater, music, and dance as models for the visual arts. Additionally, we will consider the implications of recent theories of performance for an understanding of artmaking and viewing as social practices

AHIS W3947 India’s Images of the Feminine. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: application required.

AHIS W3951 Expatriate, Emigre and Exile Artists, 1789-1830. 4 points.
Not offered during 2017-18 academic year.

This course explores the relation between the creative process and the respective conditions of expatriation, emigration and exile from the beginning of the French Revolution in 1789 until the end of the Bourbon Restoration in 1830. While all three conditions involve distance from one’s home, the personal and historical factors that define them varied significantly, with corresponding differences in the way that the creative process was approached. Examining the cases of Élisabeth Vigée-Lebrun, Jacques-Louis David and Francisco de Goya among others, this course focuses on the works artists produced while away from their native land, often by constraint rather than choice. Topics of discussion include: the Grand Tour and cosmopolitanism circa 1789; the category of the émigré(e)-artist; Revolution, gender and exile; uprooting and creative paralysis/creative fury; the refashioning of artistic identity; and the relation to history and the recent past.

AHIS W3953 The Artist Reading: Illustration in the 19th Century. 4 points.
Around 1800, new printing techniques revolutionized bookmaking. This revolution included new layouts, new visual effects, as well as new levels of dissemination through higher editions and cheap mass production. Consequently, the book itself became an important field of experimentation in visual representation, and thus established a new relationship between text and image, seeing and reading. The seminar examines the technical as well as the artistic, theoretical, and social sides of nineteenth-century book making and illustration

AHIS W3956 Medieval Art at the Cloisters. 4 points.
Not offered during 2017-18 academic year.

Meeting at the Cloisters, this seminar will provide the opportunity to work directly with the works of art themselves. Having introduced the works of art and located them in their present context, we will use the works as a means of passage to the principal periods and great themes of medieval art.

AHIS W3960 Cathedral: Narrating Gothic. 4 points.
Application required. See department website for instructions. Not offered during 2017-18 academic year.

We have created “Gothic” as much with words as with stones. With a sequence of readings in the primary sources, we will explore the relationship between building and talking, with special reference to Gothic.

AHIS W3961 Major’s Colloquium: Intro to the Literature and Methods of Architectural History. 4 points.
Not offered during 2017-18 academic year.

This course will combine practical training in visual analysis and architectural historical research – through a single writing assignment in three stages – with a close reading of key works of architectural historians since the emergence of the discipline as a free-standing field of inquiry in the late 19th century. In addition to course meetings occasional site visits will be arranged in the city and further afield. Majors must receive instructor’s permission. Students must sign-up online: http://goo.gl/forms/otfh8x5hqk

AHIS W3963 Readings in Modernism and Modernity in Architecture. 4 points.
Not offered during 2017-18 academic year.

This seminar, based on close readings of key texts in modern and contemporary architectural theory, addresses the question of how these writings have shaped the practice of architecture and critical writing about actual buildings and urban design. Writers covered will include Wagner, Le Corbusier, Moholy-Nagy, Gropius, Venturi, and Koolhaas. The seminar will give particular attention to the relationship between the manifestoes of architects and the buildings they produced.

AHIS W3964 The Printed Image and the Invention of the Viewer. 4 points.
Not offered during 2017-18 academic year.

By the third quarter of the fifteenth century, the mechanically reproduced image could offer a variety of visual experiences: occasions for devotional encounters, markers of scientific data, portraits substituting for real presence, moral commentaries, templates for designs, and performances of stylistic bravado. Some of these categories had never before been presented for ownership, nor in the format of a single sheet that could be bought, colored, cut, pasted, written upon, copied, or sent as a greeting card. In order to attenuate prospective buyers to the capabilities of this medium, artists developed different strategies for signaling how their images might be enjoyed, put to use, or interpreted. Structured around visits to work with originals in New York collections, this course aims to develop our skills at “reading” prints, to understand how they invited certain behaviors and practices and offered new kinds of pictorial experiences. Through close reading of texts and close analysis of images, we will discover how early modern prints created artistic conversations and trained the eyes and minds of their viewers.

AHIS W3967 Sacred Love in Italian Renaissance Art. 4 points.
Not offered during 2017-18 academic year.

What is the nature of sacred love? How is it different from love experienced within romance, marriage, and friendship? How does one love God? What role does art play in conceptualizing divine love? How does it stimulate desire in the viewer’s soul, mind, and body?
Such questions structure this course's investigation of sacred love in Italian Renaissance art. The course examines religious art created between 1250-1550 within the cities of Florence, Venice, Rome, Siena, and Mantua, while simultaneously exploring the changing theological notions of love from the late medieval period through the Counter-Reformation. Topics covered within the course include the adoration of Jesus' body in the altarpiece; devotion in the context of Madonna and Child paintings; ecstatic transcendence in portrayals of saints like St. Mary Magdalene and St. Catherine of Siena; holy matrimony within the convent and monastery; as well as charity in the art of confraternities dedicated to amor dei and amor proximi.

AHIS W3971 Photographer/Ethnographer. 4 points.
Not offered during 2017-18 academic year.

This seminar explores the "creative uses of reality." Modern and contemporary artists have become increasingly concerned to represent culture—their own but especially other people's—through the media of film and photography. Are the resulting works products of art or science? Why is it so hard to tell? Has the opening of the archives through the internet and through globalization changed anything? Should artists who take on the role of cultural mediator be held to a code of ethics similar to the "human subject" protocols imposed on anthropologists? In the seminar, we will examine influential models, such as Nanook of the North and the work of Jean Rouch, in relation to developing discourses on documentary photography, anthropology, primitivism, and contemporary art. The course will also take advantage of groundbreaking scholarship on postcolonial photographic practice in India and Africa that challenges assumptions that photography is somehow an inherently "Western" medium. The seminar has been timed to take advantage of the campus visits of contemporary artists from South Africa and Brazil whose work directly confronts the politics of representation.

AHIS W3974 Painting and Photography, From Daguerre To Richter. 4 points.
Application required. See department's website for instructions. Not offered during 2017-18 academic year.

This class will survey the major movements in painting and photography in the 19th and 20th centuries, and examine methods for understanding the often-contested relationship between the two media. The guiding thread of the class will be a critical reading of Aaron Scharf's classic text 'Art and Photography' (1968), expanding upon its strengths and commenting on its shortcomings. The class is a workshop to rethink the similarities and differences between painting and photography as means of representation.

AHIS W3982 The Shape of New York: Reconstructing Lower Manhattan. 4 points.
Not offered during 2017-18 academic year.

Studies the history of Lower Manhattan, its redevelopment around the World Trade Center in the 1960s, and rebuilding in the aftermath of 9/11. Topics include the rise of the financial district, the creation of Battery Park City, public policy and the process of city building, and issues relating to a proper memorial and transportation infrastructure. Students will hear from guest speakers involved in the rebuilding effort, and participate in a pilot digital project to explore the history and future of Lower Manhattan.

AHIS W4076 Arts of Sub-Saharan African. 3 points.
Not offered during 2017-18 academic year.

Survey of the arts of sub-Saharan Africa.

AHIS W4078 Art and Archaeology of West Africa. 3 points.
Not offered during 2017-18 academic year.

Reviews the history of West African art from circa 500 B.C.E. through 1900 C.E., using mostly evidence from sculpture, pottery, and textiles. Also critically assesses the current state of archaeological research and its value to art historical scholarship.

AHIS W4086 Aztec Art and Architecture. 3 points.
Open to graduate and undergraduate students. Not offered during 2017-18 academic year.

This course focuses on the visual and material culture of the Aztec (Mexica) Empire, from the fourteenth to sixteenth centuries CE. We will explore the Mexica civilization through their books, objects, buildings, and festivals, investigating topics such as communication, performance, religion and ritual, sacred landscapes, histories and origin stories, politics and empire, and other facets of society. In addition, we will consider interactions of Mexica and Europeans in New Spain in the sixteenth century and the transformations in arts and culture as a result of their interchange.

AHIS W4089 Native American Art. 3 points.
Not offered during 2017-18 academic year.

This introduction to Native North American art surveys traditions of painting, sculpture, ceramics, textiles, photography, and architecture, and traces the careers of contemporary Indian modernists and postmodernists. It emphasizes artistic developments as a means of preserving culture and resisting domination in response to intertribal contact, European colonization, and American expansion.

AHIS W4109 Vision and Imagination in Chinese Painting. 3 points.
Not offered during 2017-18 academic year.

AHIS W4111 The Japanese Temple. 3 points.
Not offered during 2017-18 academic year.

No other single institution has played a more crucial role in the development and preservation of Japanese art than the Buddhist temple. This course will examine the Buddhist temple in Japan from its beginnings in the late sixth and seventh century through the early modern period. Lectures will provide students with multiple perspectives on the architecture, art, and liturgy that comprise Buddhist houses of worship in Japan. Issues to be explored include: the adoption of continental practices at HÅryÅji and TÅdaiji; adaptations to the Japanese cities and landscape at TÅji, MurÅji, and SensÅji; the impact of new sects such as Zen and Pure Land Buddhism in medieval Japan; and syncretism at sites such as Kuman.

AHIS W4127 Indian Painting. 3 points.
Not offered during 2017-18 academic year.

AHIS W4130 The Indian Temple. 3 points.
Not offered during 2017-18 academic year.

This course explores the emergence and development of the Indian temple, examines the relationship between form and function, and emphasizes the importance of considering temple sculpture and architecture together. It covers some two thousand years of activity, and while focusing on Hindu temples, also includes shrines built to the Jain and Buddhist faiths.
A survey of Early Christian and Byzantine art from its origins in the eastern provinces of the Late Roman Empire through the Ottoman Conquest of Constantinople in 1453. The course is first segment of a two-part survey of medieval monuments offered by the Department of Art History and Archaeology.

AHIS W4145 Women and Self-Representation in Islamic Societies. 3 points.
Not offered during 2017-18 academic year.

AHIS W4155 Art and Archaeology of Mesopotamia. 3 points.
Not offered during 2017-18 academic year.

This course surveys the art and architecture of Mesopotamia from the rise of the first cities, the invention of writing, and the development of monumental art and architecture in the fourth millennium BC through the Parthian-Roman era (3rd century AD). Within this historical framework the lectures will focus on the revolutionary ancient developments in art and architecture, including the origins of narrative representation, the first emergence of historical public monuments, and sacred architecture. We will also study some ancient texts on the making and uses of images and monuments, including rituals of animating statues, building rituals, treatment of images in wars, and visual performativity. At the same time, small scale and personal arts will be considered in the context of private ownership and the practices of daily life.

AHIS W4158 The Art of Mesopotamia: 4th to 2nd Millennium B.C.E. 3 points.
Not offered during 2017-18 academic year.

Introduction to ancient Near Eastern art as it developed on the background of the political and social changes from the earliest known urban civilization to territorial states. Questions of (dis-)continuity in the visual representation of gods or political rulers and in the selection of narrative scenes on seals, reliefs, in statues and terracottas are discussed in relation to ideological, ethnic, social and economical differences.

AHIS W4181 Art and Architecture of Ancient Assyria. 3 points.
Not offered during 2017-18 academic year.

Survey of the art and architecture of ancient Assyria (northern Iraq) from the Early Dynastic period (ca. 2500 B.C.E.) until the end of the Neo-Assyrian Empire (612 B.C.E.). Surviving artifacts, excavation reports, ancient written records, and specialized studies on trade, state and imperial administration, cult and temple, history, and language.

AHIS W4215 Aegean Art and Architecture. 3 points.
Not offered during 2017-18 academic year.

An examination of the arts, architecture, and archaeology of the Aegean, inclusive of surrounding eastern and western Mediterranean regions, this survey includes material from the Bronze Age, with a particular focus on the visual culture of the Minoans and Mycenaeans.

AHIS W4235 Gore and Violence in Greek Art. 3 points.
Greek art is usually associated with beauty, symmetry, and formal perfection. However, both the historical context that led to the creation of artistic expressions in various media and the majority of topics Greek artists chose to depict clearly demonstrate the violent origins of Greek art. The course will try to demonstrate how art in Classical Greece was used as an effective means in both dealing and channeling violence. Nevertheless, violence in art also represented a sophisticated way to create and demolish the image of dangerous otherness: the aggressive barbarian (Persian), the uncontrolled nature outside the constraints of the polis (Centaurs), the all too powerful female (Amazons).

AHIS W4315 The Making of Medieval Art, 650–900. 3 points.
Not offered during 2017-18 academic year.

The development of medieval art in the Germanic kingdoms of western Europe from the mid-7th century to the end of the Carolingian empire

AHIS W4338 Rome in the Middle Ages. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: one introductory course in medieval art.

The role of monumental art in the transformation of imperial Rome into the capital of Western Christendom between the 4th and 14th centuries.

AHIS W4353 Gothic Art. 3 points.
Not offered during 2017-18 academic year.

The range of Gothic art is studied by focusing on four units of patronage: Suger and Saint-Denis, the court of Louis IX in Paris, England in the 13th century, and 14th-century transformations of Gothic under Philip the Bold.

AHIS W4356 Gothic Painting in France, 1200–1350. 3 points.
Not offered during 2017-18 academic year.

Origins and development of French Gothic painting from the Ingeborg Psalter through the works of Pucelle and his circle.

AHIS W4443 Baroque and Rococo Architecture 1600–1750. 3 points.
Not offered during 2017-18 academic year.

This course surveys the history of European architecture from 1600 to 1750. In addition to the analysis of key buildings, particular attention is given to developments in architectural theory, landscape design, and urban planning. Topics include the publication and circulation of architectural books, the debates between the Ancients and Moderns, the impact of court culture on spatial planning and interior design, and the rise of capital cities.

AHIS W4455 Byzantine Art from Justinian to the Palaeologan Renaissance. 3 points.
Not offered during 2017-18 academic year.

The major patrons and themes in the art of the Byzantine (East Roman) empire from the 6th to 14th centuries. Topics to be examined include the patronage of Justinian, the theology of icons, the classical system of Byzantine church decoration, the concept of renaissance in the middle Byzantine period and the question of provincial Byzantine art.

AHIS W4480 Art in the Age of Reformation. 3 points.
Not offered during 2017-18 academic year.

Artistic production in Germany and the Netherlands in the 16th century and the transformation of the social function of art as a consequence of the development of reformed theories of art and the introduction of humanist culture: Albrecht Durer, Hans Baldung Grien, Hans Holbein.
the Younger, Albrecht Altdorfer, Quentin Massys, Lucas van Leyden, Jan Gossaert, Jan van Hemessen, and Pieter Aertsen.

**AHIS W4555 American Colonial Portraiture. 3 points.**
Not offered during 2017-18 academic year.

This class surveys the field of American colonial portraiture, introducing the major figures in each region and analyzing their work in terms of its style and technique as well as the cultural expectations surrounding the making and viewing of the paintings. Attention will be paid to diverse material forms of portraiture, from miniatures to silhouettes, from oil paintings to engravings on individual sheets or bound into books. The class will pay particular attention to the ways in which portraiture facilitated and undermined the economic and political operations of the colonies.

**AHIS W4562 European Cities and the Discourses of Urban Planning, 1750-1890. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: for undergraduates, a course in modern architecture. The rise of modern town planning theory from the Enlightenment critiques of Voltaire, Laugier, and Pierre Patte to the reappraisal of organic city form by Camillo Sitte. In addition to ideal, the course will focus on the transformation of four European capitals: London, Paris, Berlin, and Vienna.

**AHIS W4565 Flemish Painting: Bruegel To Rubens. 3 points.**
Not offered during 2017-18 academic year.

Starting with the various trends which can be distinguished in Flemish art in the early 16th century, traces the development of painting in Flanders to the middle of the 17th century, with special emphasis on Bruegel and Rubens.

**AHIS W4567 Dutch and Flemish Painting From Bruegel To Rembrandt. 3 points.**
Not offered during 2017-18 academic year.

A survey of the principal painters active in the Netherlands from ca. 1560 to ca. 1670. Special attention to Bruegel, van Dyck, and Rubens; to Goltzius, Rembrandt, and Vermeer; and to the most important painters of landscape and genre.

**AHIS W4575 Robert Adam and the Architecture of the Late 18th Century In Britain. 3 points.**
Not offered during 2017-18 academic year.

The work in architecture of Robert Adam and his brothers in the social, political, and aesthetic contexts of 18th-century England and in relation to that of their rivals and imitators, architects such as William Chambers, Henry Holland, and the Wyatts.

**AHIS W4626 Tourism and the North American Landscape. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: junior or senior standing.
Examines the relationship between Nineteenth Century landscapes (paintings, photographs and illustrations) and tourism in North America. The semiotics of tourism, the tourist industry as patron/tourist as audience, and the visual implications of new forms of travel will be explored via the work of Cole, Moran, Jackson and others.

**AHIS W4630 Feminist Theories and Art Practices, 1960-1990. 3 points.**
Not offered during 2017-18 academic year.

Self-defined feminist artists' practices since the 1960s, examined in relation to changing feminist theories: the alleged split between essentialist body-based feminism of the 1970s and the theorizing of gender in the 1980s as a cultural construction; the return to the body in feminist art works and theory of the 1990s; feminism and radical politics; modernism and avant-garde strategies of social and political engagement.

**AHIS W4631 Feminist Theory and Art Practices, 1960s - Present. 3 points.**
Not offered during 2017-18 academic year.

Self-defined feminist artists' practices since the 1960s, in relation to changing feminist theories: essentialist body-based feminism of the 1970s; the 1980s theorizing of gender as a cultural construction; the return to the body in the 1990s; the women's movement and radical politics; feminist art, modernism, postmodernism, and avant-garde strategies of engagement; the current state of art world feminism.

**AHIS W4657 Russian Art 1860-1910. 3 points.**
Not offered during 2017-18 academic year.

An interdisciplinary course positioning art in its historical context. It treats the emergence of realism and modernism not only in terms of formal, aesthetic innovations, but also in the matrix of changing society, patronage systems, economic development, and national identities.

**AHIS W4661 20th Century Russian Art. 3 points.**
Not offered during 2017-18 academic year.

In conjunction with the exhibition of Russian Art at the Guggenheim Museum. What happens to Western paradigms of politics and the avant-garde, realism and abstraction, modernism and postmodernism, and the art of resistant subcultures, in the Russian "East" and in the Soviet reconfiguration of artistic freedom, the art market, commodity culture and modernity itself? Examines 19th-century realist traditions, primitivism, cubism, suprematism, constructivism, photography, socialist realism, underground art, and late- and post-Soviet postmodernism.

**AHIS W4703 Modern Japanese Architecture. 3 points.**
Not offered during 2017-18 academic year.

This course examines the avant-garde art of the fifties and sixties, including assemblage, happenings, pop art, Fluxus, and artists' forays into film. It will examine the historical precedents of artists such as Robert Rauschenberg, Jasper Johns, Allan Kaprow, Andy Warhol, Claes Oldenburg, Carolee Schneemann and others in relation to their historical precedents, development, critical and political aspects.

**AHIS W4850 Collecting. 3 points.**
Not offered during 2017-18 academic year.

**AHIS W4848 Neo-Dada and Pop Art. 3 points.**
Not offered during 2017-18 academic year.

This course examines minimalism - one of the most significant aesthetic movements - during the sixties and seventies. More than
visual art, the course considers minimal sculpture, music, dance, and "structural" film; their historical precedents; their development; and their critical and political aspects. Artists include: Carl Andre, Tony Conrad, Dan Flavin, Eva Hesse, Donald Judd, Robert Morris, Anthony McCall, Yvonne Rainer, Richard Serra, and Robert Smithson.

AHIS W4900 Modern Landscape: Histories and Theories. 3 points. Not offered during 2017-18 academic year.

Survey of the histories and theories of landscape in art from the 18th to the 20th centuries, with a focus on 19th-century Europe.

Cross-Listed Courses

Art History and Archaeology

AHIS V3250 Roman Art and Architecture. 3 points. Discussion Section Required Not offered during 2017-18 academic year.
The architecture, sculpture, and painting of ancient Rome from the 2nd century B.C. to the end of the Empire in the West.

AHIS W3904 Aztec Art and Sacrifice. 4 points. SEAS Interdisciplinary Course Not offered during 2017-18 academic year.

This seminar explores the issues of art and sacrifice in the Aztec empire from the points of view of the 16th century and modern times.

Asian and Middle Eastern Cultures (Barnard)

AHUM V3342 Masterpieces of Indian Art and Architecture. 3 points. CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required Not offered during 2017-18 academic year.

Introduction to 2000 years of art on the Indian subcontinent. The course covers the early art of Buddhism, rock-cut architecture of the Buddhists and Hindus, the development of the Hindu temple, Mughal and Rajput painting and architecture, art of the colonial period, and the emergence of the Modern.

Asian and Middle Eastern Cultures

321 Milbank Hall
212-854-5417
amec.barnard.edu (http://amec.barnard.edu)
Department Assistant: Mary Missirian

Mission

The Department's primary aim is to introduce major Asian and Middle Eastern civilizations and their works and values as a means of expanding knowledge of the varieties and unities of human experience. Students who major in the Department take a specific number of years of language proficiency in the language relevant to the world area under study, and hence become regional experts with specific disciplinary skills. The Department offers three tracks: the East Asian Track covers China, Japan, and Korea; the South Asian track covers India, Pakistan, and Bangladesh; and the Middle Eastern Track covers the Middle East, including Israel, the Gulf States, Armenia, Iran, Iraq, and Turkey, and North Africa. The Department's general courses are designed for all students, whatever their major interests, who wish to include knowledge of Asian and Middle Eastern life in their education. Study abroad is encouraged.

Student Learning Outcomes

Faculty in the Department of Asian and Middle Eastern Cultures hold the following learning outcomes for majors who take advantage of the opportunities offered through the program. Students will be able to:

• Speak, write, and read at an intermediate to advanced level in a language of the Middle East, South Asia, or East Asia;
• Demonstrate a basic understanding of the history and culture of their chosen area of the world;
• Exhibit in-depth knowledge of a particular aspect of it, such as the artistic, literary, religious, philosophical, sociological, anthropological, political, or economic elements;
• Demonstrate familiarity with leading theory on the study of non-Western cultures; and
• Produce a clearly and critically written senior thesis that draws upon the various aspects of their training – for instance, linguistic, historical, cultural, and political – in investigating a topic in detail and making a contribution to knowledge.

Students who wish to enter Chinese, Japanese, or Korean language courses above the introductory level must pass a language placement test before registering. Placement exams are given during the week before classes begin-contact the Department of East Asian Languages and Cultures (407 Kent) for exact dates. For placement above the introductory level in Arabic, Armenian, Bengali, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish, contact the Department of Middle East and Asian Languages and Cultures (401 Knox). All students wishing to enter the Hebrew language program or wishing exemption from the Hebrew language requirement must take a placement test. Contact the Department of Middle East and Asian Languages and Cultures (401 Knox) for details.

Barnard Faculty:

Chair: Rachel Fell McDermott (Professor)
Professor: David Moerman
Assistant Professors: Guo Jue, Nicholas Bartlett
Associate Professor of Professional Practice: Hisham Matar
Adjunct Lecturer: Nathanael Shelley

Other officers of the University offering courses listed below:

Shincho Professor Emeritus: Donald Keene

Professors: Muhsin Al-Musawi, Paul J. Anderer, Gil Anidjar, Charles Armstrong (History), Partha Chatterjee, Myron Cohen (Anthropology), Hamid Dabashi, Vidya Dehejia (Art History), Mamadou Diaou, Bernard Faure, Mason Gentzler (Senior Scholars Program), Carol N. Gluck (History), Wael Hallaq, Robert F. Harrist Jr. (Art History), John S. Hawley (Religion), Robert Hymes, Sudipta Kaviraj, Rashid Khalidi, Dorothy Ko (History), Feng Li, Lydia Liu, Mahmood Mamdani, Joseph Massad, Matthew McKelway (Art History), Brinkley M. Messick, Timothy Mitchell, Sheldon Pollock, Anupama Rao (Barnard History), Jonathan M. Reynolds (Barnard Art History), Morris Rossabi, Conrad Schirokauer (Senior Scholars Program), Wei Shang, Haruo Shirane (Chair), Michael Stanislavski (History), Tomi Suzuki, Robert A.F. Thurman (Religion), Gauri Vishwanathan (English and Comparative Literature), Pei-yi Wu (Senior Scholars Program), Marc Van De Mieroop (History), Syed Akbar Zaidi, Madeleine Zelin
Associate Professors: Allison Busch, Michael Como (Religion), Aaron Andrew Fox (Music), Najam Haider (Religion), Theodore Hughes, Kai Kresse, Eugenia Lean, David Lurie, Adam McKeown (History), Gregory Pflugfelder, Gray Tuttle, Jennifer Wenzel

Assistant Professors: Manan Ahmad (History), Harrison Huang, Mana Kia, Jungwon Kim, Katarina Ivanyi (Religion), Debashree Mukherjee, Ying Qian, Zhaohua Yang (Religion)

Requirements for the Major

A student who plans to major in Asian and Middle Eastern Cultures is advised to consult a member of the Department in the spring term of her first year in order to be sure to plan for an appropriate sequence of language study.

To major in Asian and Middle Eastern Cultures, a student will choose to follow one of three tracks, East Asian, Middle Eastern, or South Asian.

The East Asian Track

Major Requirements

The major requires a minimum of 11 courses, including the two senior thesis seminars (if student has already satisfied the language requirement in advance) or more (if she starts the language requirement from the beginning).

The requirements include:

LANGUAGE

3 years of Chinese, Japanese, or Korean, or the proficiency equivalent (to be demonstrated by a placement examination).

Third-year Chinese, Japanese, Korean, or Tibetan (completion of the CHNS UN3005 Third-Year Chinese I (W) - CHNS UN3006 Third-Year Chinese II (W) in Chinese, JPNS UN3005 Third-Year Japanese I - JPNS UN3006 Third-Year Japanese II in Japanese, or KORN UN3005 Third-Year Korean I - KORN UN3006 Third-Year Korean II in Korean; or TIBT UN3611 Third Year Modern Colloquial Tibetan I - TIBT UN3612 Third Year Modern Colloquial Tibetan II in Tibetan), or the proficiency equivalent (to be demonstrated by placement examination). Students of Chinese may also complete CHNS UN3003 Third-Year Chinese I (N) - CHNS UN3004 Third-Year Chinese II (N) to meet the third year requirement.

Students who test out of three years or more of a language must take an additional year of that language or another East Asian language in order to satisfy the Barnard language requirement.

*Note that in all East Asian language courses, the minimum grade required to advance from one level to the next is a B-.

CORE COURSES

AHUM UN1400 Colloquium on Major Texts: East Asia

Two of the following survey courses:

ASCE UN1359 Introduction to East Asian Civilizations: China
ASCE UN1361 Introduction to East Asian Civilizations: Japan
ASCE UN1363 Introduction to East Asian Civilizations: Korea
ASCE UN1365 Introduction to East Asian Civilizations: Tibet
Asian Civ. UN1367 Introduction to the Civilization of Vietnam

All majors are required to take EAAS UN3990 Approaches to East Asian Studies, which is offered every spring.

DISCIPLINARY COURSES

Three courses in either history, literature, philosophy, religion, art history, anthropology, political science, economics, or some other thematic cluster approved by the adviser. For further information, consult the online catalog or a departmental adviser.

ELECTIVE COURSES

Two courses related to East Asia, to be chosen in consultation with the adviser.

SENIOR THESIS

Each student is expected to prepare, for her senior thesis, a research paper or an annotated English translation of an East Asian text. There will be two tracks for the senior thesis process. (1) Those who wish to write their senior theses under the aegis of EALAC at Columbia must apply to the Senior Thesis Program at the end of their junior year. The deadline will be May 1st at 5:00 p.m. [see EALAC’s website for application form], and the application must be delivered in hard copy to the EALAC Academic Coordinator in 407 Kent. Students must have at least a 3.6 GPA in courses taken in the major at the time of the application. Decisions will be made by June 1, when grades for the second semester have been received. All students accepted into the Program are required to enroll in the Senior Thesis Research Workshop (EAAS UN3999) for the fall of their senior year. Students who perform satisfactorily in this workshop, successfully complete a thesis proposal, and find a faculty advisor, will then write the Senior Thesis itself in the spring semester under the direction of the adviser and a graduate student tutor (EAAS UN3901). Successful completion of the thesis by the April 1 deadline in the spring semester will be necessary but not sufficient for a student to receive Departmental Honors. (Because honors can be awarded to a maximum of 10% of the majors, not all thesis writers will receive honors.) (2) Students who do not have a 3.6 average in the major OR who wish to write their senior theses at Barnard will do so under the direction of an East Asia faculty member at Barnard. Such students should enroll in two semesters of independent study (Asian Studies BC 3999) with their faculty adviser.

MINOR REQUIREMENTS

PREREQUISITES:

Students must meet the following prerequisite prior to declaring an AMEC minor in the East Asia Track: Two years of Chinese, Japanese, Korean, or Tibetan. These must be either taken at Columbia or proficiency proven through a placement examination.

LANGUAGES:

Two semesters of third-year work in the chosen language, or the proficiency equivalent (to be demonstrated by a placement examination).

Students who test out of the third-year level must take either an additional year of the same language or one year of an additional language in the same East Asia Track.

INTRODUCTORY COURSES (two courses):

AHUM UN1400, Colloquium on Major Texts of East Asia

One civilizations class relating to the language and region of study (China Civ, Japan Civ, Korean Civ, Tibetan Civ, or Vietnamese Civ.)

ELECTIVES (two courses):
Two electives in the world region under study, to be taken in any department in the university at the 3000- or 4000-level, subject to approval by the advisor.

The Middle East or South Asian Track
A minimum of 13 courses is required, including:

- Asian Humanities: AHUM UN3399 Colloquium on Major Texts: Middle East and South Asia
- Middle East & South Asia: MDES UN3000 Theory and Culture

Two of the following courses:

- Asian Civilizations-Middle East: ASCM V2001 Introduction to Major Topics in the Civilizations of the Middle East and India
- Asian Civilizations-Middle East: ASCM UN2003 Introduction to Islamic Civilization
- Asian Civilizations-Middle East: ASCM UN2008 Contemporary Islamic Civilization
- Asian Civilizations-Middle East: ASCM UN2357 Introduction to Indian Civilization
- Asian Civilizations-East Asian: ASCE V2365 Introduction to East Asian Civilizations: Tibet

The equivalent of six courses (the completion of the 3rd year of advanced language study) of Arabic, Armenian, Hebrew, Persian, or Turkish, selected in consultation with the advisor.

A minimum of five courses chosen as a concentration. The concentration may be in the languages and cultures of ancient Semitic, Arabic, Armenian, Hebrew, Indic, Iranian, Persian, or Turkish.

A senior thesis, to be written under the supervision of a faculty member chosen in consultation with the adviser. Students whose sole major is Asian and Middle Eastern Cultures should take two semesters of ASST BC3999 Independent Study with their adviser for the purposes of producing the thesis. Students who are double-majoring in a second department that requires a group seminar should enroll in that seminar and work with the AMEC advisor on the side.

The courses listed under Middle East and South Asia below represent a selection among those required in one or another of the concentrations. Students should consult the Middle East and Asian Languages and Cultures department office in 401 Knox Hall for a complete list of course offerings. Graduate courses at the 4000-level may be taken with permission of the instructor. See GSAS catalog (http://www.columbia.edu/cu/gsas/sub/bulletin/site/map) for course listings.

Minor Requirements
Prerequisite:
For Middle East Track:
Students must meet the following prerequisite prior to declaring an AMEC minor: Two years of Arabic, Armenian, Hebrew, Persian, or Turkish. These must be either taken at Columbia or proficiency proven through a placement examination.

For South Asian Track:
Students must meet the following prerequisite prior to declaring an AMEC minor: Two years of Sanskrit, Hindi-Urdu, Bengali, Panjabi, or Tamil. These must be either taken at Columbia or proficiency proven through a placement examination.

Language Requirement (two courses):
Two semesters of third-year work in the chosen language, or the proficiency equivalent (to be demonstrated by a placement examination). Students who test out of the third-year level must take either an additional year of the same language or one year of an additional language in the same Track.

Introductory Courses (two courses):
AHUM UN3399, Colloquium on Major Texts of South Asia and the Middle East
One civilization class relating to the language and region of study (Indian Civ or Islamic Civ)

Electives (two courses):
Two electives in the world region under study, to be taken in any department in the university at the 3000- or 4000-level, subject to approval by the advisor.

Theory, Method, and Writing
MDES UN3000 Theory and Culture. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement,
Discussion Section Required
Required of all majors. Introduces theories of culture particularly related to the Middle East, South Asia. and Africa. Theoretical debates on the nature and function of culture as a symbolic reading of human collectivities. Examines critical cultural studies of the Middle East, South Asia, and Africa. Enables students to articulate their emerging knowledge of Middle East, South Asian, and African cultures in a theoretically informed language.

Fall 2017: MDES UN3000
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
MDES 3000 | 001/25857 | M W 11:40am - 12:55pm | Gil Hochberg | 4 | 62/80

EAAS UN3901 Senior Thesis. 2 points.
Prerequisites: Senior majors only.
Senior Seminar required of all majors in East Asian Studies. Open only to senior majors.

Spring 2018: EAAS UN3901
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
EAAS 3901 | 001/15174 | | Paul Anderer | 2 | 7/15

EAAS UN3999 Research in East Asian Studies. 1 point.
Introduces students to research and writing techniques and requires the preparation of a senior thesis proposal. Required for majors and concentrators in the East Asian studies major in the spring term of the junior year.

Fall 2017: EAAS UN3999
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
EAAS 3999 | 001/15171 | M 6:10pm - 8:00pm | Paul Anderer, Chloe Estep | 1 | 9/15
EAAS GU4102 Critical Approaches to East Asia in the Social Sciences. 4 points.

This seminar is designed to equip students with essential tools to further their scholarly research into the cultures of East Asia, with a focus primarily on China, Japan, South Korea and Taiwan. These tools are those native to the Social Sciences, with our primary materials drawn from the disciplines of Cultural (and Historical) Anthropology and Sociology. This seminar will familiar students with significant sociological and anthropological works by scholars past and present - works with which any student serious about continuing social scientific research in East Asia should be familiar. Beyond this, the seminar aims to equip students with the methodological tools to conduct solid social scientific scholarship and the understanding of sociological and anthropological theory whereby to assess critically the relative efficacy, and potential pitfalls, of various approaches to research.

EAAS W4890 Historiography of East Asia. 3 points.
Prerequisites: Two-hour seminar plus additional one-hour workshop in bibliography and research methods. Designed primarily for majors in East Asian Studies in their junior year. Permission of instructor required for others.
Major issues in the practice of history illustrated by critical reading of important historical work on East Asia.

EAAS UN3322 East Asian Cinema. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course introduces students to major works, genres and waves of East Asian cinema from the Silent era to the present, including films from Japan, Korea, Mainland China, Taiwan and Hong Kong. How has cinema participated in East Asian societies’ distinct and shared experiences of industrial modernity, imperialism and (post)colonialism? How has cinema engaged with questions of class, gender, ethnic and language politics? In what ways has cinema facilitated transnational circulations and mobilizations of peoples and ideas, and how has it interacted with other art forms, such as theatre, painting, photography and music? In this class, we answer these questions by studying cinemas across the region side-by-side, understanding cinema as deeply embedded in the region’s intertwining political, social and cultural histories and circulations of people and ideas. We cover a variety of genres such as melodrama, comedy, historical epic, sci-fi, martial arts and action, and prominent film auteurs such as Yasujirō Ozu, Akira Kurosawa, Yu Hyōmnok, Chen Kaige, Hou Hsiao-hsien, and Ann Hui. As cinema is, among other things, a creative practice, in this course, students will be given opportunities to respond to films analytically and creatively, through writing as well as creative visual projects. As a global core course, this class does not assume prior knowledge of East Asian culture or of film studies.

RELI UN2308 Buddhism: East Asian. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Lecture and discussion. An introductory survey that studies East Asian Buddhism as an integral, living religious tradition. Emphasis on the reading of original treatises and historiographies in translation, while historical events are discussed in terms of their relevance to contemporary problems confronted by Buddhism. There is a mandatory weekly discussion session.

East Asian, General and Comparative
EAAS UN3844 Health and Society in Contemporary East Asia. 3 points.
Why do certain mental illnesses only appear in specific regions of the world? What processes of translation, adaption, and “indigenization” take place when Western psychiatric diagnostic categories, pharmaceutical regimens, and psychodynamic treatments travel to China, South Korea and Japan? How do East Asian therapeutic modalities such as Traditional Chinese Medicine and the practice of qigong destabilize biomedical assumptions about the etiology and treatment of mental illness? This course engages these and other questions through anthropological analysis of the experiences of people struggling with mental illness, the mental health practitioners who treat them, and the broader economic, social and political contexts that shape these interactions.

AHIS BC3950 Photography and Video in Asia. 4 points.
Undergraduate seminar course. Course limited to 15 Students with instructor’s permission. Application process required. Applications are due in the Barnard Art History office April 9, 2015.

East Asia is now perhaps the world’s most dynamic region, and its dramatic social and economic transformation has been mirrored in the work of a host of startlingly original and innovative visual artists. The class will explore the ideas and visual idioms that inform the leading contemporary photo artists in China, Korea, Japan, Taiwan, and Hong Kong. We will begin with a historical survey of the development of photography in East Asia since the mid-19th century, but we will concentrate on the period from 1960 to the present. Figures whose work will be explored include such Japanese artists and photographers as Eikoh Hosoe, Daido Moriyama, Tomatsu Shomei, Miyako Ishiuchi, Nobuyoshi Araki, Yasumasa Morimura, Moriko Mori, Naoya Hatakeyema, and Tomoko Sawada. From China, we will examine the work of artists like Zhang Huan, Hong Hao, Yang Fudong, Lin Tianmiao, and Xing Danwen, while Korean artists to be covered include Atta Kim and Yeon soo Jung. Since many of these artists work regularly in video as well as photography, there will be regular video screenings throughout the semester.

RELI GU4611 The Lotus Sutra in East Asian Buddhism. 4 points.
Prerequisites: open to students who have taken one previous course in either Buddhism, Chinese religions, or a history course on China or East Asian. The course examines some central Mahayana Buddhist beliefs and practices through an in-depth study of the Lotus sutra. Schools (Tiantai/Tendai, Nichiren) and cultic practices such as sutra-chanting, meditation, confessional rites, and Guanyin worship based on the scripture. East Asian art and literature inspired by it.
### East Asian, China

**RELI UN2307 Chinese Religious Traditions. 3 points.**
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Historical survey highlighting major developments in Chinese religion: includes selections from the "Warring States" classics, developments in popular Daoism, and an overview of the golden age of Chinese Buddhism. Touches on "Neo-Confucianism," popular literature of the Warring States period, and the impact of Western ideas.

**EAAS V3310 Rebellion and Revolution in Modern China. 3 points.**
Not offered during 2017-18 academic year.

**EAAS W3315 Literature and Film in Modern China. 3 points.**
Not offered during 2017-18 academic year.

**HSEA V3430 A Cultural History of "Revolution" in 20th Century China. 3 points.**
Not offered during 2017-18 academic year.

**HSEA W3850 Contemporary Chinese Culture and Society. 3 points.**
Not offered during 2017-18 academic year.

HSEA GU4230 Empires and Migrations in the Pacific World. 4 points.
This seminar examines how Asian, European, and American empires have channelled, categorized, and regulated human movement in the Pacific since the 1500s. The Mediterranean and Indian Oceans hosted dense networks of mobility before recorded history, while a single Atlantic World coalesced in the seventeenth century. Yet, the Pacific resisted such integration. Only the Polynesians traversed its vast expanses over centuries of migration. Chinese and Japanese merchants and later European empires were able to build segmented corridors during the early modern era, but mass migration awaited the California Gold Rush. Yet, then the prospect of mass Chinese migration elicited racialized hysteria throughout the Pacific basin’s white settler nations. Their imposition of barriers against ordinary Chinese and later all Asian migrants engendered contemporary systems of policing state boundaries and re-divided the Pacific into contending spheres of state power, economic penetration, and racial imagining. As a result, twentieth-century historians largely wrote fragmented histories of the Pacific. By dividing East Asian, Southeast Asian, North American, and Latin American histories, scholars broke the Pacific into more manageable but bounded pieces. Their approach marginalized transpacific movement and the state systems that transected this region from global history. By contrast, this course reframes the Pacific as the central fulcrum in the making of the modern world. Together, we will explore and develop conceptual frameworks for thinking through a Pacific World. In that ambitious undertaking, we will read from traditionally disconnected historiographies, as well as the emerging field of Pacific World history. Our weekly endeavor will be to think holistically about different imperial and national formations and consider how shifting flows of state power have molded human geographies. As a result, we will also tackle a diverse set of analytical approaches toward the study of mobility. From migration and labor histories to environmental history and critical social theory, this spread will point us toward additional avenues to refine this Pacific World framework.

**CHNS GU4019 History of Chinese Language. 3 points.**
Introduces the evolution of Chinese language. It reveals the major changes in Chinese sound, writing and grammar systems, and social and linguistic factors which caused these changes. CC GS EN CE GSAS

**HSEA GU4027 Issues in Early Chinese Civilization: Theories and Debates. 4 points.**
The purpose of this course is to introduce students to the basic issues and problems in the study of early Chinese civilization, some theoretical and others methodological. Through the review of a long series of debates the course offers a quick entrance both to this early period of history and to these studies. Organized around problems, the course encourages critical thinking and contesting arguments and helps the students weigh different positions addressing the problems. By doing so, the course guides the students to search for front-line questions and to probe possible ways to solve the problems. The course deals with both the written records (inscriptional and textual) and the material evidence, and the student can well expect this course to serve as also updates of the most fascinating archaeological discoveries in China made in the past decades. The course is designed as an upper-level undergraduate and MA course; therefore, it is recommended that undergraduate students take "ASCE V2359: Introduction to East Asian Civilizations: China" before participating in this course.
EAAS GU4202 The Dead in Ancient China. 4 points.
What did the dead become? Ancestors, spirits, or ghosts? Are these postmortem categories and roles ontologically distinct and mutually exclusive? How did the dead become ancestors, spirits, or ghosts? Where did the dead go and what kind of "lives after" did they have? With these questions in mind, this course explores the realm of the dead in ancient China (ca. 5000 B.C.E.-600 C.E.) instantiated by the living in rituals, objects, and writings. Focusing on contemporaneous materials obtained through archaeology, facilitated with transmitted history and literature when available, students will read about and learn to analyze a variety of conceptions of the dead and corresponding afterlife options recorded in diverse kinds of sources including material culture, architecture, artifacts, pictorial representations, and texts from ancient China.

HSEA GU4220 Islam in China and Inner Asia. 4 points.
This course surveys the history of Islam, both in the Chinese interior and neighboring Inner Asia (primarily Xinjiang), from its arrival to the present day. Beginning with the first legendary accounts of migration from the Middle East to China, we trace the growth of an identifiable Muslim community in the age of the Mongol empire, then look at Ming China’s interactions with the Islamic world, the Qing expansion into Inner Asia, and conclude by discussing modernist and nationalist trends of the twentieth-century. Three broad themes will shape our discussions across this period: the dynamics of religious conversion and cultural assimilation; the interplay of local specificities vs. long-distance connections across Eurasia; and the relationship of religion and state in a non-Muslim (and non-Western) context. Specific topics to be studied include Sufism, as both an intellectual tradition, and a form of social organization, as well as the creation of an Islamic literature in Chinese. Along with the experience of Muslims in China, we will be interested in evolving Chinese views of the Islamic world, and in Islamic views of China.

HSEA GU4844 GLOBAL HONG KONG. 4 points.
This seminar examines modern world history through the lens of Hong Kong. Through readings, discussions, lectures, and a final paper, we will investigate Hong Kong’s outsized historical impact on the world—from its seizure by British forces during the First Opium War to its 1997 handover to the People’s Republic of China. We will dig into Hong Kong’s dramatic evolutions over this century and a half, from an entrepôt and migration hub to a manufacturing powerhouse and financial center. This agenda will also offer us new perspectives on the history of global capitalism and push us to interweave traditionally disconnected histories, such as that of the opium trade, the Chinese diaspora, modern Chinese politics, the Cold War and decolonization, neoliberal globalization, and China’s post-1978 development.

HSEA GU4880 History of Modern China I. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

China’s transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change.

HSEA GU4882 History of Modern China II. 3 points.
China’s transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change.

HSEA GU4893 Family in Chinese History. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ASCE V2359.
The history of the Chinese family, its changing forms and cultural expressions: marriage and divorce; parent and child; clan and lineage; ancestor worship; the role of women; the relation of family and state; Western parallels and contrasts.

HSEA W4869 History of Ancient China to the End of Han. 3 points.
Not offered during 2017-18 academic year.

In this upper level course, we will detail the development of early Chinese civilization and discuss a series of cultural and institutional inventions. The course will also provide a systematic introduction to the most fascinating archaeological discoveries in the past century.

HSEA W4891 Law in Chinese History. 4 points.
Not offered during 2017-18 academic year.

East Asian, Japan

RELI V2315 Japanese Religious Tradition. 3 points.

Study of the development of the Japanese religious tradition in the pre-modern period. Attention given to the thought and practices of Shintoism, Buddhism, and Confucianism; the interaction among these religions in Japanese history; the first encounter with Christianity.

ANTH UN3939 The Anime Effect: Media and Technoculture in Contemporary Japan. 4 points.
Prerequisites: the instructor's permission
Culture, technology, and media in contemporary Japan. Theoretical and ethnographic engagements with forms of mass mediation, including anime, manga, video, and cell-phone novels. Considers larger global economic and political contexts, including post-Fukushima transformations.

ANTH 3939 The Anime Effect: Media and Technoculture in Contemporary Japan. 4 points.

ANTH 3939 The Anime Effect: Media and Technoculture in Contemporary Japan. 4 points.

ANTH 3939 The Anime Effect: Media and Technoculture in Contemporary Japan. 4 points.
East Asian, Korea

EAAS V3214 Major Topics on Modern Korea. 3 points.
Not offered during 2017-18 academic year.

This course explores the vicissitudes of Korea since its encounter with the world in the late 19th century to the new challenges in recent years. By exploring the events, thoughts, and the new developments and challenges in the economic, political, socio-cultural spheres, the course aims to provide better understanding of Korea’s struggle to find its place in an increasingly globalizing world.

EAAS V3220 Korean Film and the Making of Cold War Culture. 3 points.
Not offered during 2017-18 academic year.

This course traces the early history of South Korean film, focusing on the ways in which issues central to the formation of global Cold War culture in the 1950s and 1960s cut across four genres: comedy, combat/military film, melodrama, and the spy thriller. We pay particular attention to the comedic representation of family and the developmental state, the negotiation of race and sexuality in combat/military films, the role of sentimental masculinity in the melodramatic imagination, and the relation between modern discourses of attention and vigilance in the spy thriller. Linking Korean cinema to the transnational context of the Pax Americana, we will also examine cross-cultural representations of Cold War culture in Korean and Hollywood filmic productions. In addition to the secondary sources on Korean/U.S. Cold War culture and Korean literary works, our reading of selected theoretical texts will serve as a point of departure for analyzing such issues as the relation between film as visual medium and the global "red scare"; motion picture and mobilization/militarization; and gender/ways of seeing. Mandatory weekly film screening.

HSEA W3862 The History of Korea to 1900. 3 points.
Not offered during 2017-18 academic year.

Issues pertaining to Korean history from its beginnings to the early modern era. Issues will be examined in the Korean context and also from a comparative East Asian perspective.

East Asian, Tibet

EAAS V3453 Survey of Tibetan Literature. 4 points.
This course introduces a sampling of Tibetan literary works spanning from the Tibetan imperial period to present-day. We shall focus on Tibetan belles-lettres and vernacular literary forms (all in English
translation) that remain salient in current Tibetan intellectual discourse. We will engage in close readings of those texts, in addition to discussing characteristics of the genres they represent.

**Fall 2017: EASA GU4553**

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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>EASA 4553</td>
<td>001/71196</td>
<td>T 4:10pm - 6:00pm</td>
<td>Lauran Hartley</td>
<td>4</td>
<td>18</td>
</tr>
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</table>

**HSEA GU4812 Borderlands and Frontiers: Tibet as a Case Study. 4 points.**

Although questions of national expansion and boundary creation were fundamental to the work of such nineteenth-century American historians as Francis Parkman and Frederick Jackson Turner and twentieth-century Asian historians such as Alistair Lamb and Owen Lattimore, only in recent years have these topics recaptured the historical imagination. In particular, scholars of American history operating under the rubric of “borderlands history” have found the complex racial composition, forbidding yet fragile environment, wars of conquest, and the rapid development of the Tibetan plateau fertile terrain for a wide range of fresh approaches to the Asian past. This course will seek to bring the insights of this new scholarship into the context of Tibetan history. No longer marginal to the history of the India or China, the Tibetan borderlands should be central to ongoing efforts to grapple with notions of empire and imperialism, the contingent nature of state building and of race, and transnational and comparative units of historical analysis.

**EASA W4545 Culture and Art in Contemporary Tibet. 3 points.** Not offered during 2017-18 academic year.

In this course, we study films, poems, stories, paintings, pop songs and other forms of cultural product that have been made by Tibetans in the last 3 or 4 decades, together with some made by others in their name or in their areas. We discuss questions of identity, survival, history and the politics of representation. We’ll look at questions about cultures and continuity; about whether and how we as outsiders can come to understand or interpret the culture of a country whose language and history we may barely know; about the interplay of texts, politics, and power; and about ways of reading and interpreting artworks and the meanings that they generate in politically charged societies and communities.

**HSEA GU4700 Rise of Modern Tibet: History and Society, 1600-1913. 4 points.**

Rise of Modern Tibet

**South Asian**

**RELI V2205 Hinduism. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

The origin and development of central themes of traditional Hinduism. Emphasis on basic religious literature and relation to Indian culture. Readings include original sources in translation.

**HSEA UN2810 History of South Asia I: al-Hind to Hindustan. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Graduate students must register for HIST G6998 version of this course.

This survey lecture course will provide students with a broad overview of the history of South Asia as a region - focusing on key political, cultural and social developments over more than two millennia. The readings include both primary sources (in translation) and secondary works. Our key concerns will be the political, cultural and theological encounters of varied communities, the growth of cities and urban spaces, networks of trade and migrations and the development of both local and cosmopolitan cultures across Southern Asia. The survey will begin with early dynasties of the classical period and then turn to the subsequent formation of various Perso-Turkic polities, including the development and growth of hybrid political cultures such as those of Vijayanagar and the Mughals. The course also touches on Indic spiritual and literary traditions such as Sufi and Bhakti movements. Near the end of our course, we will look forward towards the establishment of European trading companies and accompanying colonial powers.

**Fall 2017: MDES GU4057 Subaltern Studies and Problems of Historiography. 4 points.**

The aim of this course will be two-fold: first to initiate a detailed study of the school of Indian history called Subaltern Studies which achieved immense attention and popularity starting from the 1980s; secondly, to study, through these writings, the epistemological problems of critical historical and social science scholarship. The discussions will be on two levels — every week there will be a reading from the subaltern studies history, but this would be linked to thinking about some specific theoretical issue, and the historiographic difficulties of investigating the history of social groups and actors who were conventionally kept outside mainstream histories. It will track the intellectual trajectory of subaltern studies intellectual work as it expanded, moving from histories of the peasantry, the working class, tribals, women, lower castes, subordinate nations, to raising larger theoretical and methodological questions about critiques of nationalist history, of European history and social science to the general question of knowledge about the modern world and the languages in which it should be examined. In the last section, we shall discuss if SS contains a promise of similar forms of critical knowledge in other parts of the world, and whether it can be used to examine the conceptual structures of modern social sciences in general.

**ASRL V3974 Hindu Goddesses. 4 points.**

Prerequisites: One course in Indian culture or religion or permission of the instructor.

Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography, associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India.

**MDES GU4057 Subaltern Studies and Problems of Historiography. 4 points.**

The aim of this course will be two-fold: first to initiate a detailed study of the school of Indian history called Subaltern Studies which achieved immense attention and popularity starting from the 1980s; secondly, to study, through these writings, the epistemological problems of critical historical and social science scholarship. The discussions will be on two levels — every week there will be a reading from the subaltern studies history, but this would be linked to thinking about some specific theoretical issue, and the historiographic difficulties of investigating the history of social groups and actors who were conventionally kept outside mainstream histories. It will track the intellectual trajectory of subaltern studies intellectual work as it expanded, moving from histories of the peasantry, the working class, tribals, women, lower castes, subordinate nations, to raising larger theoretical and methodological questions about critiques of nationalist history, of European history and social science to the general question of knowledge about the modern world and the languages in which it should be examined. In the last section, we shall discuss if SS contains a promise of similar forms of critical knowledge in other parts of the world, and whether it can be used to examine the conceptual structures of modern social sciences in general.

**Fall 2017: RELI UN2205 Buddhism: Indo-Tibetan. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India, as well as selected non-Indian forms.

Fall 2017: RELI UN2205

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<tr>
<th>Course Number</th>
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<tr>
<td>RELI 2205</td>
<td>001/66198</td>
<td>T Th 4:10pm - 5:25pm 633 Seeley W. Mudd Building</td>
<td>Robert Thurman</td>
<td>4</td>
<td>43/60</td>
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</table>

RELI GU4304 Krishna. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Study of a single deity in the Hindu pantheon as illuminated in art, music, dance, drama, theological treatises, patterns of ritual, and texts both classic and modern. Special attention to Krishna’s consort Radha, to Krishna’s reception in the West, and to his portrayal on Indian television.

HSMF GU4643 19th Century Indian Muslims: Identity, Faith, Politics. 4 points.
This is an advanced undergraduate/graduate history seminar course over thirteen weeks, designed to introduce upper level students to the study of Muslims in colonial India in the nineteenth century. Although dealing with this period, the main focus of this course will be on social, religious and political developments, inspired by, and affecting, India’s Muslims in the second half of the century.

Fall 2017: HSMF GU4643

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<tr>
<td>HSMF 4643</td>
<td>001/22786</td>
<td>M 10:10am - 12:00pm C01 80 Claremont</td>
<td>S. Akbar Zaidi</td>
<td>4</td>
<td>3</td>
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</table>

Southeast Asian

HSEA W3882 Introduction to Modern Southeast Asian History. 3 points.

Middle Eastern

MUSI UN2030 Jewish Music of New York. 3 points.
Prerequisites: Music Humanities (Columbia University) or An Introduction to Music (Barnard).
With the arrival of the first Jewish immigrants in New York in the mid-1600s until today, Jewish music in the City has oscillated between preserving traditions and introducing innovative ideas. This course explores the variety of ways people have used music to describe, inscribe, symbolize, and editorialize their Jewish experience. Along these lines, it draws upon genres of art music, popular music, and non-Western traditions, as well as practices that synthesize various styles and genres, from hazzanot to hiphop. Diverse musical experiences will serve as a window to address wider questions of identity, memory, and dislocation. We will also experience the Jewish soundscape of New York’s dynamic and eclectic music culture by visiting various venues and meeting key players in today’s music scene, and thus engage in the ongoing dialogues that define Jewishness in New York. A basic familiarity with Judaism and Jewish culture is helpful for this course, but it is by no means required. You do not need to know Jewish history to take this class, nor do you need to be able to read music. Translations from Hebrew and Yiddish will be provided, and musical analysis will be well explained.

Fall 2017: MUSI UN2030

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<tr>
<th>Course Number</th>
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<th>Instructor</th>
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<tr>
<td>MUSI 2030</td>
<td>001/61470</td>
<td>M W 11:40am - 12:55pm</td>
<td>Tina Fruehauf</td>
<td>3</td>
<td>12/40</td>
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HIST UN2719 History of the Modern Middle East. 4 points.
BC: Fulfillment of General Education Requirement: Historical Studies (HIS), BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Graduate students must register for HIST G6998 version of this course.

This course will cover the history of the Middle East from the 18th century until the present, examining the region ranging from Morocco to Iran and including the Ottoman Empire. It will focus on transformations in the states of the region, external intervention, and the emergence of modern nation-states, as well as aspects of social, economic, cultural and intellectual history of the region. Field(s): ME

Fall 2017: HIST UN2719

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<th>Course Number</th>
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<tr>
<td>HIST 2719</td>
<td>001/63433</td>
<td>T Th 8:40am - 9:55am 417 International Affairs Bldg</td>
<td>Rashid Khalidi</td>
<td>4</td>
<td>164/210</td>
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</table>

MDES UN3445 Societies & Cultures Across the Indian Ocean. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2017-18 academic year.

The course is designed to introduce the Indian Ocean as a region linking the Middle East, East Africa, South and Southeast Asia. With a focus on both continuities and rupture from the medieval to the modern period, we study select cultures and societies brought into contact through interregional migration and travel over a broad arc of history. Different types of people - nobles, merchants, soldiers, statesmen, sailors, scholars, slaves - experienced mobility in different ways. How did different groups of people represent such mobilities? What kinds of cooperation, accommodation or conflict did different Indian Ocean encounters engender? Using an array of different primary sources, we look at particular case studies and their broader social and cultural contexts.

RELI UN2305 Islam. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
An introduction to the Islamic religion in its premodern and modern manifestations. The first half of the course concentrates on “classical” Islam, beginning with the life of the Prophet, and extending to ritual, jurisprudence, theology, and mysticism. The second half examines how Muslims have articulated Islam in light of colonization and the rise of a secular modernity. The course ends with a discussion of American and European Muslim attempts at carving out distinct spheres of identity in the larger global Muslim community.

Fall 2017: RELI UN2305

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<th>Course Number</th>
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<tr>
<td>RELI 2305</td>
<td>001/04539</td>
<td>M W 1:10pm - 2:25pm L103 Diana Center</td>
<td>Najam Haider</td>
<td>4</td>
<td>37/60</td>
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</tbody>
</table>

HIST W3716 History of Islamic Societies. 0 points.
Focus on religions, conversion, ethnic relations, development of social institutions, and the relationship between government and religion. Field(s): ME

HIST UN3753 Istanbul: Places, People, and Everyday Life. 4 points.
The Seminar will open several perspectives into the Ottoman capital Istanbul, following a cross-disciplinary approach. The premise is
that Istanbul’s multi-layered, socially complicated, and culturally rich historic fabric can be understood well in focused episodes. Selected episodes will hence constitute the weekly discussion topics. Ranging from the representation of the city in artistic productions to the construction of the skyline, the impact of modernizing reforms on urban forms, everyday life in public and private spaces, and the decisive role played by new educational and cultural institutions, these fragments will complement each other, coalescing into a complex overall picture. While the chronological frame is defined by the long nineteenth century, critical earlier phases will be covered as well and parallels will be drawn to present-day. The nineteenth century marks a dynamic and radical era of urban transformations, intertwined with key political, economic, social, and cultural turns that redefined the Ottoman Empire in many ways. It also corresponds to an intense period of international communication and transaction, resulting in a “connected world of empires.” Istanbul served as a major stage for these developments.

**Fall 2017: HIST UN3753**

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<th>Course Number</th>
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<tbody>
<tr>
<td>HIST 3753</td>
<td>001/23320</td>
<td>Th 4:10pm - 6:00pm 311 Fayerweather</td>
<td>Zeynep Celik</td>
<td>4</td>
<td>12/15</td>
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</table>

**HIST UN3930 The Eastern Mediterranean in the Late Bronze Age. 4 points.**

This course presents a comparative study of the histories of Egypt, the Near East, Anatolia and the Aegean world in the period from c. 1500-1100 BC, when several of the states provide a rich set of textual and archaeological data. It will focus on the region as a system with numerous participants whose histories will be studied in an international context. The course is a seminar: students are asked to investigate a topic (e.g., diplomacy, kingship, aspects of the economy, etc.) in several of the states involved and present their research in class and as a paper.

**Fall 2017: HIST UN3930**

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<tr>
<td>HIST 3930</td>
<td>001/24974</td>
<td>T 4:10pm - 6:00pm 302 Fayerweather</td>
<td>Marc Van De Mierop</td>
<td>4</td>
<td>1/15</td>
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</table>

**MDES UN3920 Contemporary Culture in the Modern Arab World. 3 points.**

Prerequisites: the instructor’s permission.

This seminar, designed for seniors, aims to acquaint students with the notion and theoretical understanding of culture and to introduce them to a critical method by which they can study and appreciate contemporary culture in the Arab World. The seminar will survey examples of written and cinematic culture (fiction and autobiography), as well as music, dance, and literary criticism in the contemporary Arab world. Students will be reading novels, autobiographies and literary criticism, as well as watch films and listen to music as part of their study. Seminar paper. Songs will be in Arabic.

**Fall 2017: MDES UN3920**

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<tr>
<th>Course Number</th>
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<tr>
<td>MDES 3920</td>
<td>001/24856</td>
<td>W 4:10pm - 6:00pm 418 International Affairs Bldg</td>
<td>Joseph Massad</td>
<td>3</td>
<td>9/24</td>
</tr>
</tbody>
</table>

**CLME UN3928 Arabic Prison Writing. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course studies the genealogy of the prison in Arab culture as manifested in memoirs, narratives, and poems. These cut across a vast temporal and spatial swath, covering selections from the Quran, Sufi narratives from al-Hallaj oeuvre, poetry by prisoners of war: classical, medieval, and modern. It also studies modern narratives by women prisoners and political prisoners, and narratives that engage with these issues. Arabic prison writing is studied against other genealogies of this prison, especially in the West, to map out the birth of prison, its institutionalization, mechanism, and role. All readings for the course are in English translations.

**Fall 2017: CLME UN3928**

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<tr>
<th>Course Number</th>
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<tbody>
<tr>
<td>CLME 3928</td>
<td>001/22923</td>
<td>Th 2:10pm - 4:00pm 207 Knox Hall</td>
<td>Muhsin Al-Musawi</td>
<td>3</td>
<td>11/18</td>
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</tbody>
</table>

**ANTH UN3933 Arabia Imagined. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course explores Arabia as a global phenomenon. It is organized around primary texts read in English translation. The site of the revelation of the Quran and the location of the sacred precincts of Islam, Arabia is the destination of pilgrimage and the direction for prayer for Muslims worldwide. It also is the locus of cultural expression ranging from the literature of the 1001 Nights to the broadcasts of Al Jazeera. We begin with themes of contemporary youth culture and political movements associated with the Arab Spring. Seminar paper.

**Fall 2017: ANTH UN3933**

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<th>Course Number</th>
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<tr>
<td>ANTH 3933</td>
<td>001/75423</td>
<td>M 2:10pm - 4:00pm 963 Ext Schermerhorn Hall</td>
<td>Brinkley Messick</td>
<td>4</td>
<td>27/40</td>
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</tbody>
</table>

**MDES GU4057 Subaltern Studies and Problems of Historiography. 4 points.**

The aim of this course will be two-fold: first to initiate a detailed study of the school of Indian history called Subaltern Studies which achieved immense attention and popularity starting from the 1980s; secondly, to study, through these writings, the epistemological problems of critical historical and social science scholarship. The discussions will be on two levels – every week there will be a reading from the subaltern studies history, but this would be linked to thinking about some specific theoretical issue, and the historiographic difficulties of investigating the history of social groups and actors who were conventionally kept outside mainstream histories. It will track the intellectual trajectory of subaltern studies intellectual work as it expanded, moving from histories of the peasantry, the working class, tribes, women, lower castes, subordinate nations, to raising larger theoretical and methodological questions about critiques of nationalist history, of European history and social science to the general question of knowledge about the modern world and the languages in which it should be examined. In the last section, we shall discuss if SS contains a promise of similar forms of critical knowledge in other parts of the world, and whether it can be used to examine the conceptual structures of modern social sciences in general.

**Fall 2017: MDES GU4057**

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<th>Course Number</th>
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<tr>
<td>MDES 4057</td>
<td>001/62568</td>
<td>W 12:10pm - 2:00pm 103 Knox Hall</td>
<td>Sudipta Kavraj</td>
<td>4</td>
<td>13/20</td>
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</tbody>
</table>
ANHS GU4001 The Ancient Empires. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The principal goal of this course is to examine the nature and histories of a range of early empires in a comparative context. In the process, we will examine influential theories that have been proposed to account for the emergence and trajectories of those empires. Among the theories are the core-periphery, world-systems, territorial-hegemonic, tributary-capitalist, network, and IEMP approaches. Five regions of the world have been chosen, from the many that could provide candidates:

- Rome (the classic empire), New Kingdom Egypt, Qin China, Aztec Mesoamerica, and Inka South America. These empires have been chosen because they represent a cross-section of polities ranging from relatively simple and early expansionist societies to the grand empires of the Classical World, and the most powerful states of the indigenous Americas.

There are no prerequisites for this course, although students who have no background in Anthropology, Archaeology, History, or Classics may find the course material somewhat more challenging than students with some knowledge of the study of early societies. There will be two lectures per week, given by the professor.

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<thead>
<tr>
<th>Fall 2017: ANHS GU4001</th>
<th>Course Number</th>
<th>Section/Call Number</th>
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<td>ANHS 4001</td>
<td>001/65986</td>
<td>M W 10:10am - 11:25am</td>
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MDES GU4232 Arabic Literary Heritage. 4 points.

Prerequisites: one semester of fourth-year Arabic, or demonstrate equivalent competence.

The sessions for this course cover a number of excerpts from texts that are systematically arranged to enable close reading and further discussion and analysis that lead to an active engagement with Arab literary [cultural] tradition. There are samples from pre-Islamic poetry, including that of the Renegades and the Ravens, the Maqamat, al-Jahiz’s œuvre [selections from a number of books and epistles], Abu Hayyan al-Tawhidī’s writings, prose by ibn Wahb on use and misuse of language, epistles by prominent epistolographers, Hikayat Abi al-Qasim by al-Azdi, selections from al-Bayhaqi, and the *Thousand and One Nights*. There are excerpts from the middle and premodern period, along with specific selections of commentaries of pertinence to the rise or devaluation of genres, modes, and practices. We address cases in which language is the contested space. The theoretical framework takes language as the dynamic force and also the battlefield through our reading of the movement of the word from transparency [where no distance exists between signifiers and signified], representation, and discourse. Every epistemic shift has its ideological base which we need to detect. The underlying premise is that through close reading and discussion we can draw a genealogy of generic growth or decay in terms of historical, geographical, and religio-political dynamics. The class involves reading, discussion, and written assignments in both Arabic and English.

<table>
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<tr>
<th>Fall 2017: MDES GU4232</th>
<th>Course Number</th>
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<tr>
<td>MDES 4232</td>
<td>001/67041</td>
<td>W 4:10pm - 6:00pm</td>
<td>Muhsin Al-Musawi</td>
<td>4</td>
<td>4/20</td>
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<td>207 Knox Hall</td>
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</table>

RELI GU4322 Exploring the Sharia. 4 points.

The platform of every modern Islamist political party calls for the implementation of the sharia. This term is invariably (and incorrectly) interpreted as an unchanging legal code dating back to 7th century Arabia. In reality, Islamic law is an organic and constantly evolving human project aimed at ascertaining God’s will in a given historical and cultural context. This course offers a detailed and nuanced look at the Islamic legal methodology and its evolution over the last 1400 years. The first part of the semester is dedicated to classical Islamic jurisprudence, concentrating on the manner in which jurists used the Qur’an, the Sunna (the model of the Prophet), and rationality to articulate a coherent legal system. The second part of the course focuses on those areas of the law that engender passionate debate and controversy in the contemporary world. Specifically, we examine the discourse surrounding Islamic family (medical ethics, marriage, divorce, women’s rights) and criminal (capital punishment, apostasy, suicide/martyrdom) law. The course concludes by discussing the legal implications of Muslims living as minorities in non-Islamic countries and the effects of modernity on the foundations of Islamic jurisprudence.

<table>
<thead>
<tr>
<th>Fall 2017: RELI GU4322</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tr>
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<td>001/07147</td>
<td>W 4:10pm - 6:00pm</td>
<td>Najam Haider</td>
<td>10/16</td>
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<td></td>
<td>202 Milbank Hall</td>
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</table>

MDES GU4726 Readings in Persian Texts. 4 points.

May be repeated for credit; content varies.

Prerequisites: Must have completed MDES 2702, equivalent two years of Persian or the instructor’s permission.

This course provides experience reading and analyzing Persian language texts, as well as translating them into English. We will also spend some time learning how to read different kinds of paleography, and about various manuscript and print conventions and practices. Supplementary scholarly readings in English will situate the Persian texts. There will be a translation workshop at the end of the semester with related texts of the students choosing, in preparation for a final translation project. Fall 2017 we will explore historical chronicles (tarikh), and their relationship to other ways of representing the past. May be repeated for credit; content varies. No P/D/F or R credit is allowed for this class.

<table>
<thead>
<tr>
<th>Fall 2017: MDES GU4726</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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<tr>
<td>MDES 4726</td>
<td>001/13150</td>
<td>M W 2:10pm - 4:00pm</td>
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<td>318 Knox Hall</td>
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MDES GU4760 SHI’ITES AND SHI’ISM. 3 points.

Not offered during 2017-18 academic year.

<table>
<thead>
<tr>
<th>Fall 2017: MDES GU4760</th>
<th>Course Number</th>
<th>Section/Call Number</th>
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<tr>
<td>MDES 4760</td>
<td>001/64702</td>
<td>W 12:10pm - 2:00pm</td>
<td>Hamid Dabashi</td>
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<td>207 Knox Hall</td>
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Asian Civilizations

ASCE UN1002 Introduction to Major Topics in Asian Civilizations: East Asia. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
An interdisciplinary and topical approach to the major issues and phases of East Asian civilizations and their role in the contemporary world.

**Fall 2017: ASCE UN1002**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<tr>
<td>ASCE 1002</td>
<td>001/62484</td>
<td>M W 11:40am - 12:55pm</td>
<td>Hi-2 Heyman Center For Humanities</td>
<td>Conrad Schirokauer</td>
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**Spring 2018: ASCE UN1002**

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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
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<tr>
<td>ASCE 1002</td>
<td>001/65467</td>
<td>Th 4:10pm - 6:00pm</td>
<td>325 Pupin Laboratories</td>
<td>Harrison Huang</td>
<td>4</td>
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**ASCE UN1359 Introduction to East Asian Civilizations: China. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section, ASCE V2360

Corequisites: NOTE: Students must register for a discussion section, ASCE V2360

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions.

**Fall 2017: ASCE UN1359**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tr>
<td>ASCE 1359</td>
<td>001/13153</td>
<td>T Th 4:10pm - 5:25pm</td>
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<td>Anatoly Detwyler</td>
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**Spring 2018: ASCE UN1359**

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<tr>
<td>ASCE 1359</td>
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<td>M W 10:10am - 11:25am</td>
<td>501 Northwest Corner</td>
<td>Harrison Huang</td>
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**ASCE UN1361 Introduction to East Asian Civilizations: Japan. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: NOTE: Students must register for a discussion section, ASCE V2371

Corequisites: NOTE: Students must register for a discussion section, ASCE V2371

A survey of important events and individuals, prominent literary and artistic works, and recurring themes in the history of Japan, from prehistory to the 20th century.

**Fall 2017: ASCE UN1361**

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<th>Course Number</th>
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<th>Times/Location</th>
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**Spring 2018: ASCE UN1361**

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<td>310 Fayerweather</td>
<td>Paul Kreitman</td>
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**ASCE UN1365 Introduction to East Asian Civilizations: Tibet. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course seeks to introduce the sweep of Tibetan civilization and its history from its earliest recorded origins to the present. The course examines what civilizational forces shaped Tibet, especially the contributions of Indian Buddhism, sciences and literature, but also Chinese statecraft and sciences. Alongside the chronological history of Tibet, we will explore aspects of social life and culture.

**Fall 2017: ASCE UN1365**

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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>ASCE 1365</td>
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<td>T Th 1:10pm - 2:25pm</td>
<td>312 Mathematics Building</td>
<td>Gray Tuttle</td>
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**ASCE UN1367 Introduction to East Asian Civilizations: Vietnam. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course provides a survey of Vietnamese civilization from prehistoric origins to the French colonization in the 19th century, with special emphasis on the rise and development of independent kingdoms up to the 2nd millennium CE. We begin by exploring ethnolinguistic diversity of the Red River plain over the first millennium BCE, culminating in the material bronze culture known as the Dong Son. We then turn towards the introduction of high sinic culture, and the region's long membership within successive Chinese empires. We pay special attention to the rise of an independent state out of the crumbling Tang Dynasty, and the specific nation-building effects of war with the Mongols and the Ming Dynasty, in the 14th and 15th centuries respectively. Our class ends with the French colonization of the region, and the dramatic cultural and intellectual transformations that were triggered as a result. Our course will interrogate Vietnamese culture as a protean object, one that is defined and redefined at virtually every level, throughout a history marked by foreign interest, influence, and invasion.

**Fall 2017: ASCE UN1367**

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<th>Course Number</th>
<th>Section/Call Number</th>
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<th>Instructor</th>
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<td>ASCE 1367</td>
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<td>253 Engineering Terrace</td>
<td>John Phan</td>
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**ASCM V2001 Introduction to Major Topics in the Civilizations of the Middle East and India. 4 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A general introduction to major cultures in the Middle East and South Asia. The range of cultural issues, institutional forces, textual sources, and figures of authority who have historically defined and symbolically distinguished Asian and Middle Eastern cultures, from their earliest origins to our own time. A representative sample of sacred and secular sources is closely examined in order to guide the students toward a comprehensive conception of what constitutes these distinct cultures and how they have been redefined in the process of their contemporary adaptations. Required of all majors.

**ASCM UN2003 Introduction to Islamic Civilization. 4 points.**

Lecture and recitation. Islamic civilization and its characteristic intellectual, political, social, and cultural traditions up through 1800.

**Fall 2017: ASCM UN2003**

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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>ASCM 2003</td>
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<td>310 Fayerweather</td>
<td>Mana Kia</td>
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</table>

**ASCM UN2357 Introduction to Indian Civilization. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges.

Fall 2017: ASCM UN2357
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ASCM 2357  001/202812  M W 10:10am - 11:25am  Rachel McDermott  3  54/70

ASCE UN3163 Introduction to East Asian Civilizations: Korea. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts.

Spring 2018: ASCE UN1363
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ASCE 1363  001/74226  M W 11:40am - 12:55pm  Seong-Uk Kim  3  53/60

Asian Art Humanities
AHUM UN2604 Art In China, Japan, and Korea. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Introduces distinctive aesthetic traditions of China, Japan, and Korea—their similarities and differences—through an examination of the visual significance of selected works of painting, sculpture, architecture, and other arts in relation to the history, culture, and religions of East Asia.

Fall 2017: AHUM UN2604
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
AHUM 2604  001/14476  M W 10:10am - 11:25am  Dawn Delbanco  3  56/66
AHUM 2604  002/11638  M W 1:10pm - 2:25pm  Talia Andrei  3  21/22

Spring 2018: AHUM UN2604
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
AHUM 2604  001/71960  M W 10:10am - 11:25am  Miriam Chusid  3  25/25
AHUM 2604  002/64631  T 4:10pm - 6:00pm  Paul Anderer  4  23/27
AHUM 2604  003/24981  Th 2:10pm - 4:00pm  John Phan  4  14/22

AHUM UN2800 Arts of Islam: The First Formative Centuries (circa 700-1000). 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This introductory course attempts to cover the first 300 years, from circa 700-1000 AD, stressing the birth of Islam as the birth of a new aesthetic phenomenon in the Mediterranean Basin, Near East and Central Asia and its appropriations and innovations in creating a novel imperial style, while, at the same time, questioning the modern historiographies and narratives for these masterpieces.

Fall 2017: AHUM UN2800
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
AHUM 2800  001/66583  M W 2:40pm - 3:55pm  Avinoam Shalem  3  37/70

AHUM UN2901 Masterpieces of Indian Art and Architecture. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required
Introduction to 2000 years of art on the Indian subcontinent. The course covers the early art of Buddhism, rock-cut architecture of the Buddhists and Hindus, the development of the Hindu temple, Mughal and Rajput painting and architecture, art of the colonial period, and the emergence of the Modern.

Fall 2017: AHUM UN2901
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
AHUM 2901  001/23435  T Th 2:40pm - 3:55pm  Vidya Dehejia  3  65/74

AHUM V3343 Masterpieces of Islamic Art and Architecture. 3 points.
Asian Humanities
AHUM UN400 Colloquium On Major Texts: East Asia. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This course explores the core classical literature in Chinese, Japanese and Korean Humanities. The main objective of the course is to discover the meanings that these literature offer, not just for the original audience or for the respective cultures, but for us. As such, it is not a survey or a lecture-based course. Rather than being taught what meanings are to be derived from the texts, we explore meanings together, informed by in-depth reading and thorough ongoing discussion.

Fall 2017: AHUM UN400
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
AHUM 1400  001/05400  W 10:10am - 12:00pm  David Moerman  4  17/22
AHUM 1400  002/67259  M 12:10pm - 2:00pm  Seong-Uk Kim  4  14/22
AHUM 1400  003/64631  T 4:10pm - 6:00pm  Paul Anderer  4  23/27
AHUM 1400  004/24981  Th 2:10pm - 4:00pm  John Phan  4  14/22

AHUM UN3830 Colloquium On Modern East Asian Texts. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Prerequisites: AHUM V3400 is recommended as background. Introduction to and exploration of modern East Asian literature through close reading and discussion of selected masterpieces from the 1890s through the 1990s by Chinese, Japanese, and Korean writers such as Mori Ogai, Wu Jianren, Natsume Soseki, Lu Xun, Tanizaki Jun’ichiro, Shen Congwen, Ding Ling, Eileen Chang, Yi Sang, Oe Kenzaburo, O Chong-hui, and others. Emphasis will be on cultural and intellectual issues and on how literary forms manifested, constructed, or responded to rapidly shifting experiences of modernity in East Asia.
Athena Center for Leadership Studies

AHUM UN3399 Colloquium on Major Texts: Middle East and South Asia. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Readings in translation and discussion of texts of Middle Eastern and Indian origin. Readings may include the Qur'an, Islamic philosophy, Sufi poetry, the Upanishads, Buddhist sutras, the Bhagavad Gita, Indian epics and drama, and Gandhi's Autobiography.

AHUM W4027 Colloquium On Major Works of Chinese Philosophy, Religion, and Literature. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: AHUM V3400, ASCE V2359, or ASCE V2002. Extends the work begun in AHUM V3400 by focusing on reading and discussion of major works of Chinese philosophy, religion, and literature, including important texts of Confucian, Daoist, Mohist, Legalist, Huang-Lao, and neo-Daoist traditions and recently discovered texts. Forms a sequence with AHUM W4028, but may also be taken separately.

Asian Music Humanities
AHMM UN3321 Introduction To the Musics of India and West Asia. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations.

African History
CLME GU4031 Cinema and Society In Asia and Africa. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Introduction to Middle Eastern cinema as a unique cultural product in which artistic sensibilities are mobilized to address, and thus reflect, significant aspects of contemporary society, Arab, Israeli, Turkish, and Iranian cinema. Cultural and collective expressions of some enduring concerns in modern Middle Eastern societies. No P/D/F or R credit is allowed for this class.

Athena Scholars Program
Barnard students of any major may participate in the Athena Scholars Program; the declaration of intent must be filed by the Fall of sophomore year. Participation in the Athena program does not constitute a major. Rather, completion of the program is typically done in conjunction with the College's general educational and the student's major requirements. Students who complete the program receive recognition on their transcripts indicating their standing as an Athena Leadership Scholar. Special opportunities, including fellowships and mentoring, are available to Athena Scholars.

Student Developmental Goals
The Athena Scholars Program aspires to develop leaders who are:

- Visionary
- Courageous and resilient
- Bold and innovative
- Globally aware and culturally sensitive
- Determined to make the world a better place

Athena scholars embrace diversity and encourage other women to lead.
Student Learning Outcomes
Athena Scholars Program participants will develop and enhance the above developmental goals through the following learning objectives:

- Identify and communicate the importance of women’s leadership to an increasingly global, diverse and interconnected world.
- Think and write critically about gendered institutions, theories, and strategies, and how they affect leadership.
- Integrate theoretical frameworks on women and leadership with skills learned in the Athena Leadership Lab while completing an internship.
- Interpret the historical, social, economic and cultural influences that have shaped, and continue to shape, women’s advancement, including (but not limited to) politics, family, business, and social reform.
- Apply concepts or methods from more than one social science, humanities, or adjacent discipline to analyze gendered leadership styles and strategies.
- Communicate ideas effectively in writing and oral presentations.
- Design, execute and present a social action project.

Faculty Advisory Committee: Alexander Cooley (Political Science), Alan Dye (Economics), Ross Hamilton (English and Film Studies), Kimberley Johnson (Political Science and Urban Studies), Brian Mailloux (Environmental Science), Robert McCaughey (History), Debra Kimberley Johnson (Political Science and Urban Studies), Brian Mailloux (Environmental Science), Robert McCaughey (History), Debra Minkoff (Sociology), Rae Silver (Natural and Physical Sciences), David Weiman (Economics), and Page West (Anthropology)

Requirements
1. Women and Leadership Course (ACLS BC3450 Women and Leadership): Students ideally take this class their sophomore or junior year.

2. Athena Senior Leadership Seminar (ACLS BC3997 Interdisciplinary Senior Seminar/ACLS BC3998 Interdisciplinary Senior Seminar): Students can take this course either the Fall or Spring semester of their senior year; a main component of this class is the completion of a social action project which demonstrates leadership skills in an off-campus setting.

3. Three Electives Courses: Students choose three elective courses from Athena’s multi-disciplinary course offerings. Electives expose students to the interdisciplinary nature of leadership, the history and culture of women and leadership within society and organizations, and leadership skills. Elective courses may also be counted as credit toward one’s major. The complete listing of approved courses is below.

   - Please note: To fulfill one elective requirement, students may identify another course that fulfills the outlined learning objectives and petition the Director of Student Programs for approval using the appropriate Special Dispensation Form. Approval can be obtained before or after the course is taken. There is no guarantee the course will be approved in either case.

4. Practicum: Students must partake in an approved practicum during the school year or summer. A student’s practicum should relate to their post-undergraduate goals, including academic research for a professor, supervised laboratory work, and/or an internship. Practicums in all fields are welcome, and should uphold the leadership developmental goals of the Athena Center. Students submit a written reflection in the Senior Leadership Seminar.

5. Athena Leadership Lab Workshops: Students must complete six workshops of their choosing. (Please note: Students who joined the Scholars program prior to Fall 2017 only need to complete 3 leadership lab workshops.) For workshop selection, see Athena Leadership Lab (http://athenacenter.barnard.edu/leadership-lab/course-catalog).

Approved Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>Africana Studies</td>
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<tr>
<td>AFRS BC3055</td>
<td>Slave Resistance in the United States from the Colonial Era to the Civil War</td>
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<tr>
<td>AFRS BC3121</td>
<td>Black Women in America</td>
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<tr>
<td>AFRS BC3134</td>
<td>Unheard Voices: African Women’s Literature</td>
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<tr>
<td>AFRS BC3589</td>
<td>Black Feminism(s)/Womanism(s)</td>
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<tr>
<td>Anthropology</td>
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<td>ANTH V3465</td>
<td>Women and Gender Politics in the Muslim World (Anthropology)</td>
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<td>Art History</td>
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<td>AHIS BC3123</td>
<td>Woman and Art</td>
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<td>AHIS BC3957</td>
<td>1980s Feminism and Postmodernism in the Visual Arts</td>
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<td>Chemistry</td>
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<td>CHEM BC2900</td>
<td>Research Methods Seminar</td>
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<td>CHEM BC3328</td>
<td>Introductory Organic Chemistry Laboratory</td>
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<td>Classical Civilization</td>
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<td>CLCV UN3158</td>
<td>Women in Antiquity</td>
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<td>Dance</td>
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<td>DNCE BC2563</td>
<td>Composition: Form, Dance/Theater</td>
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<tr>
<td>DNCE BC3565</td>
<td>Composition: Collaboration and the Creative Process</td>
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<td>DNCE BC3577</td>
<td>Performing the Political: Embodying Change in American Performance</td>
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<td>DNCE BC3583</td>
<td>Gender and Historical Memory in American Dance of the 1930’s to the Early 1960’s</td>
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<td>ECON BC2010</td>
<td>The Economics of Gender</td>
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<td>ECON BC2075</td>
<td>Logic and Limits of Economic Justice</td>
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<td>ECON BC3011</td>
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<td>ECON BC3017</td>
<td>Economics of Business Organization</td>
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<td>ECON BC3019</td>
<td>Labor Economics</td>
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<td>ECON BC3029</td>
<td>Empirical Development Economics</td>
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<td>ECON BC3031</td>
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<td>URBS V3550</td>
<td>Community Building and Economic Development</td>
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<td>WMST W4300</td>
<td>Advanced Topics in Women's and Gender Studies</td>
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<tr>
<td>WMST W4301</td>
<td>Early Jewish Women Immigrant Writers: 1900-1939</td>
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</table>
African Women and Leadership. 4 points.

Prerequisites: Permission of instructor. Limited to 15.

Examination of the social conditions and linguistic practices that have shaped the historical and contemporary gendering of leadership, power, and authority in the United States and around the world. Through examples drawn from the social, political, and economic worlds, we will explore leadership in varying racial, class, and regional contexts.

Cross-Listed Courses

Africana Studies (Barnard)

AFRS BC3055 Slave Resistance in the United States from the Colonial Era to the Civil War. 3 points.

Prerequisites: Students must attend first day of class and admission will be decided then. Priority will be given to CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies). Enrollment limited to 20 students.

AFRS BC3121 Black Women in America. 4 points.

Prerequisites: Students must attend first day of class and admission will be decided then. Priority will be given to CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies). Enrollment limited to 20 students.

AFRS BC3134 Unheard Voices: African Women's Literature. 4 points.

Prerequisites: Students must attend first day of class and admission will be decided then. Priority will be given to CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies). Enrollment limited to 20 students.

AFRS BC3589 Black Feminism(s)/Womanism(s). 4 points.

Prerequisites: Students must attend first day of class and admission will be decided then. Priority will be given to CCIS students (Africana Studies, American Studies and Women's Studies majors; minors in Race and Ethnic Studies). Enrollment limited to 20 students.

Anthropology (Barnard)

ANTH V3465 Women and Gender Politics in the Muslim World. 3 points.

Not offered during 2017-18 academic year.

Practices like veiling that are central to Western images of women and Islam are also contested issues throughout the Muslim world. Examines debates about Islam and gender and explores the interplay of cultural, political, and economic factors in shaping women's lives in the Muslim world, from the Middle East to Southeast Asia.
Art History (Barnard)

AHIS BC3123 Woman and Art. 3 points.
Not offered during 2017-18 academic year.

Discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture.

AHIS BC3957 1980s Feminism and Postmodernism in the Visual Arts. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: AHIS BC1001 - AHIS BC1002 or equivalent. Enrollment limited to 15 students. Permission of the instructor. Preference to seniors and Art History majors.
Examination of art and criticism that is informed by feminist and postmodern ideas about subjectivity in visual representation which first achieved prominence in the late 1970s and 1980s, exerting a profound influence on contemporary aesthetic practice. Explored in relation to earlier concepts of feminism, modernism, social art history, and "art as institution." Artworks discussed include those of Barbara Kruger, Cindy Sherman, Louise Lawler, Krzysztof Wodiczko, Hans Haacke, Mary Kelly, and Catherine Opie, among others.

Chemistry

CHEM BC2900 Research Methods Seminar. 1 point.
Instructor’s Permission Required

Prerequisites: Students must be sophomores with a strong interest in pursuing research in the biological or chemical sciences. Skills to facilitate into biology and chemistry research. Students will learn to think and work like scientists and to identify, apply for and gain entry to research lab groups. Focus on writing and oral presentation skills. Additional readings and discussions on laboratory safety, women in science, and scientific ethics.

CHEM BC3328 Introductory Organic Chemistry Laboratory. 2.5 points.
Prerequisites: (CHEM BC2001) General Chemistry I with lab.
Corequisites: CHEM BC3230

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<td>Meenakshi Rao, Jacob Alexander, Jean Vadakkan</td>
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Classical Civilization

Dance (Barnard)

DNCE BC2563 Composition: Form, Dance/Theater. 3 points.
An exploration of choreography that employs text, song, vocal work, narrative and principles of artistic direction in solo and group contexts.

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<td>001/08349</td>
<td>T Th 1:10pm - 2:25pm 305 Barnard Hall</td>
<td>Gabri Christa</td>
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DNCE BC3565 Composition: Collaboration and the Creative Process. 3 points.
Prerequisites: Dance Composition: Form (DNCE BC 2563) or Dance Composition: Content (DNCE BC 2564), or permission of the instructor.
This course is a study in dance composition with a focus on collaboration. Whether creating a solo or larger group piece, students are encouraged to collaborate with other artists. Methods employed by contemporary choreographers will be explored. Peer feedback and creative dialogue will be a component of every class.

DNCE BC3577 Performing the Political: Embodying Change in American Performance. 3 points.
Exploration into the politics of performance and the performance of politics.

DNCE BC3583 Gender and Historical Memory in American Dance of the 1930’s to the Early 1960’s. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: One course in dance history/studies or permission of the instructor.
Explores the question of why so many women dancer/choreographers of the 1930’s - to the early 1960’s, including relatively well-known ones, have ended up as peripheral rather than central players in what has become the master narrative of a crucial era of the recent dance past.

DNCE BC3980 Performing the Political: Embodying Change in American Performance. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students.
Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.

Economics (Barnard)

ECON BC2010 The Economics of Gender. 3 points.
Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between
home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons.

ECON BC2075 Logic and Limits of Economic Justice. 3 points.

Prerequisites: Introduction to Economic Reasoning (ECON BC 1003) or Principles of Economics (ECON W1105). An introductory course in political theory or political philosophy is strongly recommended, but not required.

Introduce students to problems of economic justice under capitalism. Course has three goals: (1) expose students to debates between economics and philosophers about the meaning and nature of justice, (2) explore conflict between efficiency and justice, (3) examine implications of justice for gender equality, intergenerational equity and climate change.

ECON BC3011 Inequality and Poverty. 3 points.
Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor.

Conceptualization and measurement of inequality and poverty, poverty traps and distributional dynamics, economics and politics of public policies, in both poor and rich countries.

ECON BC3014 Entrepreneurship. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3035, or ECON BC3033, or equivalent, or permission of the instructor.

Examines theoretical, empirical, and normative studies of entrepreneurial behavior and its significance. Examines their relationships with risk-taking and innovation. Explores entrepreneurship as applicable to a variety of behaviors, activities or contexts, including large organizations, small business networks, new venture creation, comparative financial institutions that support entrepreneurial environments, and entrepreneurship’s contributions to a dynamic economy.

ECON BC3017 Economics of Business Organization. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3035 or permission of the instructor.
Economics of firm organization and the evolution of the modern business enterprise. The function of organizations in coordinating the use of economic resources. The role of technology, labor, management, and markets in the formation of the business enterprise. Includes international comparisons and attention to alternative economic theories on the role of business organizations on national competitive advantage.

ECON BC3019 Labor Economics. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3035, or permission of the instructor.
Factors affecting the allocation and remuneration of labor; population structure; unionization and monopsony; education and training, mobility and information; sex and race discrimination; unemployment; and public policy.

ECON BC3029 Empirical Development Economics. 3 points.
Prerequisites: (ECON BC3035 or ECON BC3033) and ECON UN3412 ECON BC3035 or ECON BC3033 and Econometrics, or permission of the instructor.

Examination of new challenges in the global economy from unequal income distribution and poor institutions to health epidemics and natural disasters. Accessing and analyzing real-time and historic data to understand the current global economy. Applied econometric techniques.

ECON BC3031 Economics of Life. 3 points.
Prerequisites: ECON BC3035

This course covers an immense variety of topics in what might be called demographic economics. Included are dating and marriage, along with the economics of beauty; fertility and its avoidance; how people use their time, and what determines those uses, including some discussion of labor-force behavior; interactions among family members —bargaining in the household and with family members outside the household; divorce; the economics of addiction, to such agents as alcohol, other drugs, tobacco and even work; religion, including its effects on economic outcomes; and death, including how we die, how long we live, and the nature and determinants of bequests. The central unifying feature throughout the course is the concentration on the economics of these activities and outcomes—the roles of incentives and institutions in affecting them.

Education

EDUC BC3032 Contemporary Issues in Education. 4 points.
Prerequisites: the instructor’s permission. Course enrollment will be determined after the first class meeting; application is available on CourseWorks.,Open to all students; preference given to Urban Teaching, Education Studies and Urban Studies students.

Contemporary Issues in Education is an introduction to the range of intellectual dilemmas that are a part of American schooling through the illumination of the various social, philosophical, economic, and institutional forces that shape the learning environment. The topics serve to promote critical thought of educational dilemmas stemming from issues such as power and authority, the intersection of race, gender, socio-economic inequity, and challenges that confront students such as identity, marginalization and resiliency. This course is open to all students interested in investigating one’s best “fit” in the education realm, which may include classroom teaching, educational policy, reform, and NGO-based involvement.

Fall 2017: EDUC BC3032

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Spring 2018: EDUC BC3032

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English

ENGL BC3106 Fiction and Personal Narrative. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.
In this workshop we will read risky and urgent examples of life writing, from autobiographical fiction to radical and poetic memoir and essay. Some writers we could be reading include Claudia Rankine, Lydia Davis, Hervé Guibert, Chris Kraus, and others. I hope to help you push your texts to their vibrant full potential. We will also be developing an innovative vocabulary to describe the work you’re reading and writing. Open to anyone willing to read, write, and rewrite adventurously.

ENGL BC3121 Public Speaking. 3 points.
Prerequisites: Enrollment limited to 14 students. Open only to undergraduates, preference to seniors and juniors. Attend first class for instructor permission. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment.
This course will introduce you to principles of effective public speaking and debate, and provide practical opportunities to use these principles in structured speaking situations. You will craft and deliver speeches, engage in debates and panel discussions, analyze historical and contemporary speakers, and reflect on your own speeches and those of your classmates. You will explore and practice different rhetorical strategies with an emphasis on information, persuasion and argumentation. For each speaking assignment, you will go through the speech-making process, from audience analysis, purpose and argumentation. For each speaking assignment, you will go through the speech-making process, from audience analysis, purpose and adaptation to the audience. The key criteria in this course are content, organization, and adaptation to the audience and purpose. While this is primarily a performance course, you will be expected to participate extensively as a listener and critic, as well as a speaker.

Fall 2017: ENGL BC3121

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Spring 2018: ENGL BC3121

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ENGL BC3123 Rhetorical Choices: the Theory and Practice of Public Speaking. 3 points.
Prerequisites: Application process and permission of instructor. Does not count for major credit. Enrollment restricted to Barnard students. Speaking involves a series of rhetorical choices regarding vocal presentation, argument construction, and physical affect that, whether made consciously or by default, project information about the identity of the speaker. In this course students will relate theory to practice: to learn principles of public speaking and speech criticism for the purpose of applying these principles as peer tutors in the Speaking Fellow Program.

Fall 2017: ENGL BC3123

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ENGL BC3196 Home to Harlem: Literature of the Harlem Renaissance. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 20 students.
In the spring of 2016, ENGL 3196y will be centered on the relationship between art, activism and social justice as this relationship was developed during the Harlem Renaissance and beyond. Exploring the cultural contexts and aesthetic debates that animated Harlem in 1920s to 1930s, the course will focus on the politics of literary and theatrical production, and explore the fashioning and performance of New Negro identity through fiction, poetry, essays, and artwork, with special attention to theater/performance. This course will partner with Harlem’s National Black Theater and work toward an understanding of the relationship between art/literature and socio-political change through the NBT’s spring 2016 production of Dominique Morisseau’s Blood on the Root, a multi-genre performance piece on racial injustice inspired by the 2006 Jena Six case in Louisiana.

ENGL BC3911 Sr. Sem: Write to Vote. 4 points.
This seminar investigates the literary antecedents and cultural aftermath of the Voting Rights Act of 1965, with special attention to gendered and racial narratives of the ballot. Authors include Walt Whitman, Paul Lawrence Dunbar, Thomas Dixon, Jr., William Faulkner, Zora Neale Hurston, Fannie Lou Hamer and Alice Walker.

Fall 2017: ENGL BC3911

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English Theatre

ENTH BC3140 Women and Theatre. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 16 students. Sign-up with the English Department is required. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. The date, time, and location that sign-up sheets go up is listed here: http://english.barnard.edu/sign-ups
Exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Crothers, Grimke, Hellman, Finley, Hughes, Deavere Smith, and Vogel.
ENTH BC3144 Black Theatre. 4 points.
Prerequisites: Enrollment limited to 16 students. Exploration of Black Theater, specifically African-American performance traditions, as an intervening agent in racial, cultural, and national identity. African-American theatre artists to be examined include Amiri Baraka, Kia Corthron, W.E.B. Du Bois, Angelina Grimke, Langston Hughes, Georgia Douglas Johnson, Adrienne Kennedy, Suzan-Lori Parks, Adrian Piper, and August Wilson. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

Environmental Science
EESC BC309 Energy Resources. 3 points.
Energy Resources utilizes the physical plant of Barnard and Columbia to involve students in a semester-long real-life policy study that explores the interconnections between energy resources and sustainable energy efficiency. Students work collaboratively as a team and interface with college faculty, administration, staff and student organizations to produce and disseminate a professional level policy report describing existing usage of energy, analyzing where change is needed.

EESC BC3300 Workshop in Sustainable Development. 4 points.
Students address real-world issues in sustainable development by working in groups for an external client agency. Instruction in communication, collaboration, and management; meetings with and presentations to clients and academic community. Projects vary from year to year. Readings in the course are project-specific and are identified by the student research teams.

First Year Seminar - FYSB
FYSB 1105 Language and Power. 3 points.
This course will address the relationship between language and power from a philosophical perspective. We will investigate questions such as: How does language influence the way we think of gender, race, society, and politics? What are the limits, if any, on free speech? In what ways, if any, can language be used to harm people? Some topics we will discuss include hate speech, trigger warnings, slurs, dog whistles, propaganda, and silencing. Readings will include philosophical papers and recent op-eds.

FYSB 1198 People, Power, and Protest. 3 points.
This class investigates the interplay of collective identity, theories of change, and direct action in social movements. Through the study of primary sources such as letters, poetry, social theater, posters, pamphlets, and oral histories we will examine how personal narratives express identity, the radical imagination, and political strategy. In addition to these works, we will consider scholarship by movement strategists and social scientists to understand how concepts of power shape differences in strategies, tactics, and organizational forms. We will draw our examples from significant U.S. historical movements such as labor and civil rights, as well as from the more recent Occupy, Dreamers, and the Movement for Black Lives.

FYSB BC1295 Imagining Equality Between the Sexes. 3 points.
What constitutes equality between the sexes? By studying visions of equality between the sexes offered in law, politics, international development, religion, literature, psychology, anthropology, and the writings of activists, we will explore what such equality must or might look like. Focusing on western authors, we will consider issues such as rights, equality and difference, reproductive roles, violence, and language. Texts will include Elizabeth Cady Stanton, A Woman's Bible; the U.N.'s "Convention on the Elimination of Discrimination Against Women"; Marge Piercy, Woman on the Edge of Time; Catherine MacKinnon, Only Words; and Rebecca Walker, "Becoming the Third Wave."

FYSB BC1467 Activism and Social Change. 3 points.
Frederick Douglass famously stated, 'if there is no struggle, there is no progress.' This quote captures the essence of activism, which is the struggle between that which is and that which ought to be. This course will trace the many ways in which activism has been defined over time, situating them within different historical social movements. We will also explore contemporary debates about the re-conceptualization of activism in the age of social media and the internet. Readings include texts from such canonical authors as Plato, Mary Wollstonecraft and Martin Luther King, as well as more contemporary works by Clay Shirky, Malcolm Gladwell and Alissa Quart. Questions that this class will examine include: what are the different ways in which activism has been defined, practiced and justified? To what degree do new forms of activism expand on or refute more traditional forms of activism? How do social movements define, shape and challenge activists? What are some inherent problems within activist groups, and what are some of the challenges facing activists today?

FYSB BC1601 Reacting to the Past. 3 points.
In these seminars, students play complex historical role-playing games informed by classic texts. After an initial set-up phase, class sessions are run by students. These seminars are speaking- and writing-intensive, as students pursue their assigned roles' objectives by convincing classmates of their views. Each seminar will work with three of the following four games: 1) The Threshold of Democracy: Athens in 403 B.C. explores a pivotal moment following the defeat of Athens in the Peloponnesian War, when democrats sought to restore democracy while critics, including the supporters of Socrates, proposed alternatives. The key text is Plato's Republic. 2) Confucianism and the Succession Crisis of the Wudi Emperor examines a dispute between Confucian purists and pragmatists within the Hanlin Academy, the highest echelon of the Ming bureaucracy, taking Analects of Confucius as the central text. 3) The Trial of Anne Hutchinson revisits a conflict that pitted Puritan dissenter Anne Hutchinson and her supporters against Massachusetts Governor John Winthrop and the orthodox ministers.
of New England. Students work with testimony from Hutchinson's trial as well as the Bible and other texts. 4) *Greenwich Village, 1913: Suffrage, Labor and the New Woman* investigates the struggle between radical labor activists and woman suffragists for the hearts and minds of "Bohemians," drawing on foundational works by Marx, Freud, Mary Wollstonecraft, and others.

HIST BC2865 Gender and Empire. 3 points.
Not offered during 2017-18 academic year.

Examines the gendered roles of women and men in Latin American society from the colonial period to the present. Explores a number of themes, including the intersection of social class, race, ethnicity, and gender; the nature of patriarchy; masculinity; gender and the state; and the gendered nature of political mobilization.

HIST BC2803 Gender and Empire. 3 points.
Not offered during 2017-18 academic year.

Examines how women experienced empire and asks how their actions and activities produced critical shifts in the workings of colonial societies worldwide. Topics include sexuality, the colonial family, reproduction, race, and political activism.

HIST BC2865 Gender and Power in China. 3 points.

This course explores the power dynamics of gender relations in Chinese history and contemporary society. Specifically, we seek to understand how a range of women—rulers, mothers, teachers, workers, prostitutes, and activists—exercised power by utilizing available resources to overcome institutional constraints.

HIST BC3323 The City in Europe. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preference to upper-class students. Preregistration required. A social history of the city in Europe from early modern times; the economic, political, and intellectual forces influencing the growth of Paris, London, Vienna, and other urban centers.

HIST BC3870 Gender and Migration: A Global Perspective. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Sophomore Standing. Explores migration as a gendered process and what factors account for migratory differences by gender across place and time; including labor markets, education demographic and family structure, gender ideologies, religion, government regulations and legal status, and intrinsic aspects of the migratory flow itself.

HIST BC3879 Feminist Traditions in China. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Background in Women's Studies and/or Chinese Studies helpful, but not necessary. Sophomore standing. Enrollment limited to 15. Preregistration required.
Explores the intellectual, social and cultural grounds for the establishment and transmission of feminist traditions in China before the 19th century. Topics include pre-modern Chinese views of the body, self, gender, and sex, among others. Our goal is to rethink such cherished concepts as voice, agency, freedom, and choice that have shaped the modern feminist movement.

**HIST BC3901 Reacting to the Past II. 4 points.**

**Not offered during 2017-18 academic year.**

Prerequisites: Permission of the instructor. Enrollment limited to 20. Preregistration required. Reacting I, a First-Year seminar, is recommended.

Collision of ideas in two of the following three contexts: "Rousseau, Burke and Revolution in France, 1791," "The Struggle for Palestine: The British, Zionists, and Palestinians in the 1930s," or "India on the Eve of Independence, 1945".

**HIST BC3999 Transnational Feminism. 4 points.**

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Examines the theory and practice of transnational feminist activism. We will explore the ways in which race, class, culture and nationality facilitate alliances among women, reproduce hierarchical power relations, and help reconstuct gender. The course covers a number of topics: the African Diaspora, suffrage, labor, development policy, colonialism, trafficking, consumerism, Islam, and the criminal justice system.

**History-East Asian**

**HSEA W4888 Woman and Gender in Korean History. 4 points.**
While the rise of women's history and feminist theory in the 1960s and 1970s fostered more general reevaluations of social and cultural history in the West, such progressions have been far more modest in Korean history. To introduce one of the larger challenges in current Korean historiography, this course explores the experiences, consciousness and representations of women Korea at home and abroad from premodern times to the present. Historical studies of women and gender in Korea will be analyzed in conjunction with theories of Western women's history to encourage new methods of rethinking "patriarchy" within the Korean context. By tracing the lives of women from various socio-cultural aspects and examining the multiple interactions between the state, local community, family and individual, women's places in the family and in society, their relationships with one another and men, and the evolution of ideas about gender and sexuality throughout Korea's complicated past will be reexamined through concrete topics with historical specificity and as many primary sources as possible. With understanding dynamics of women's lives in Korean society, this class will build an important bridge to understand the construction of New Women in early twentieth-century Korea, when women from all walks of life had to accommodate their "old-style" predecessors and transform themselves to new women, as well as the lives of contemporary Korean women. This will be very much a reading-and-discussion course. Lectures will review the readings in historical perspective and supplement them. The period to be studied ranges from the pre-modern time up to the turn of twentieth century, with special attention to the early modern period.

**Human Rights Studies**

**HRTS BC1025 Human Rights in Theory and Practice. 3 points.**

Provides a broad overview of the rapidly expanding field of human rights. Lectures on the philosophical, historical, legal and institutional foundations are interspersed with weekly presentations by frontline advocates from the U.S. and overseas.

**Spring 2018: HRTS BC1025**

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**Music**

**MUSI BC3139 Introduction to Vocal Repertoire: Technique in Singing and Performance. 3 points.**

This course is designed for developing singers. Group vocalizing, learning of songs and individual workshop performances are aimed at improving the student's technical skill and the elements necessary to create a meaningful musical and dramatic experience. Attention to text, subtext, emotional and psychological aspects of a piece and the performer's relationship to the audience are included in the work. Repertoire is predominantly in English and comes from both classical and popular traditions. Individual coaching sessions are available with the class accompanist and help strengthen the students' confidence and skill. The class culminates with an in-class performance.

**Fall 2017: MUSI BC3139**

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**MUSI BC3140 Vocal Repertoire, Technique and Expression. 3 points.**

Vocal exercises and exploration of wide-ranging repertoires, styles, and languages of the Western European song tradition. The rich variety of English, French, Italian and German poetry and music from the Baroque period through the Twentieth Century allows the student to experience both the music and the cultural environment of each of these styles. Attention is given both to meaning of text and musical interpretation. Individual coaching sessions are available with the class accompanist and help strengthen the students' confidence and skill. The class culminates with an in-class performance.

**Fall 2017: MUSI BC3140**

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**Spring 2018: MUSI BC3140**
MUSI V3462 Music, Gender and Performance. 3 points.
Prerequisites: there are no prerequisites for this course.
This seminar explores relationships between gender, music and performance from the perspective of ethnomusicology, cultural anthropology, critical music studies, feminist and queer theory and performance studies. We examine debates around issues of sex and gender and nature and culture through the lens of musical performance and experience. Some questions we consider include: In what ways is participation in particular music dictated by gendered conventions? What social purpose do these delineations serve? What might music tell us about the body? What is the relationship between performance and the ways in which masculinity and femininity, homosexuality and heterosexuality are shaped? How can we think about the concept of nation via gender and music? How might the gendered performances and the voices of musical celebrities come to represent or officially "speak" for the nation or particular publics? How does music shape our understanding of emotion, our experience of pleasure?

Philosophy
PHIL UN2110 Philosophy and Feminism. 4 points.
Is there an essential difference between women and men? How do questions about race conflict or overlap with those about gender? Is there a "normal" way of being "queer"? Introduction to philosophy and feminism through a critical discussion of these and other questions using historical and contemporary texts, art, and public lectures. Focus includes essentialism, difference, identity, knowledge, objectivity, and queerness.

Political Science (Barnard)
POLS BC3200 American Political Development, 1789-1980. 3 points.
Prerequisites: V 1201 or equivalent intro course in American Politics. American Political Development (APD) is an emerging subfield within American Politics that focuses on the ways that political culture, ideology, governing structures (executives, legislatures, judiciaries, and subnational governments) and structures of political linkage (political parties and organized interests) shape the development of political conflict and public policy. Rejecting the fragmentation of the field of American Politics into narrow specialties, it links government, politics, policy, culture, and economics in a broad-gauged search for understanding. (Cross-listed by the American Studies Program.)
POLS BC3254 First Amendment Values. 3 points.
Prerequisites: POLS W1201 or an equivalent. Not an introductory course. Not open to students who have taken the colloquium POLS BC3302. Enrollment limited to 25 students; L-course sign-up.
Examine the first amendment rights of speech, press, religion and assembly. In-depth analysis of landmark Supreme Court rulings provides the basis for exploring theoretical antecedents as well as contemporary applications of such doctrines as freedom of association, libel, symbolic speech, obscenity, hate speech, political speech, commercial speech, freedom of the press and religion. (Cross-listed by the American Studies Program.)
**POLS BC3402** The Comparative Politics of Gender Inequality. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: Not an introductory-level course. Not open to students who have taken the colloquium POLS BC 3507. Enrollment limited to 20 students; L-course sign-up through eBear (http://ebear.barnard.edu). Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).

Uses major analytical perspectives in comparative politics to understand the persistence of gender inequality in advanced industrial states. Topics include: political representation and participation; political economy and capitalism; the historical development of welfare states; electoral systems, electoral quotas; the role of supranational and international organizations; and social policy.

### Fall 2017: POLS BC3402

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<td>Claire Ullman</td>
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**POLS BC3521** Civil Rights and Civil Liberties. 3 points.
Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Not an introductory-level course. Not open to students who have taken the colloquium POLS BC3326. Enrollment limited to 25 students; L-course sign-up through eBear (http://ebear.barnard.edu). Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Explores seminal caselaw to inform contemporary civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, takings law, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty. (Cross-listed by the American Studies and Human Rights Programs.)

### Fall 2017: POLS BC3521

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**POLS BC3805** *Colloquium on International Organization. 4 points.
Prerequisites: POLS V1601 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ri).

Exploration of the various structures, institutions, and processes that order relations among states and/or actors in the international system. Emphasis will be placed on contemporary issues such as dilemmas of humanitarian intervention, the politics of international institutions, the rise of non-governmental organizations, and globalization.

**POLS V3240** Race, Law, and American Politics. 3 points.
Prerequisites: POLS V 1201 or equivalent

This class focuses on the broader implications of race as it relates to constitutional law, resistance movements and political economy. This class examines the dynamic relationship between race, law and American politics as a lens by which to interrogate core concepts in legal, social and political decision-making. Enrollment limited to 40 students.

**POLS V3313** American Urban Politics. 3 points.
Not offered during 2017-18 academic year.

Patterns of government and politics in America's large cities and suburbs: the urban socioeconomic environment; the influence of party leaders, local officials, social and economic notables, and racial, ethnic, and other interest groups; mass media, the general public, and the state and federal governments; and the impact of urban governments on ghetto and other urban conditions. As of academic year 2016-2017, this course is now POLS 3213.

**POLS V3615** Globalization and International Politics. 3 points.
Not offered during 2017-18 academic year.

Explores how globalization affects the structures and functions of the international economy, state sovereignty, international security, and international civil society. Emphasis on problems of international governance, legitimacy and accountability, and the evolving organizational processes that characterize contemporary international politics.

**POLS V3675** Russia and the West. 3 points.
Not offered during 2017-18 academic year.

An exploration of Russia's ambiguous relationship with the West, focusing on the political, cultural, philosophical, and historical roots of this relationship, as well as its foreign policy consequences. Cases are drawn from tsarist, Soviet, and post-Soviet periods. Special emphasis is placed on issues of political economy and international security.

**POLS W4316** The American Presidency. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 or any course that qualifies for the introductory-level (http://polisci.barnard.edu/introductory-courses) American Politics course. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Growth of presidential power, creation and use of the institutionalized presidency, presidential-congressional and presidential-bureaucratic relationships, and the presidency and the national security apparatus. (Cross-listed by the American Studies Program.)

**Psychology (Barnard)**

**PSYC BC1136** Social Psychology. 4.5 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: BC1001 and departmental permission. Enrollment limited to 50 students. Laboratory fee: $30.

Survey of contemporary theory and research on social thought and behavior. Issues such as person perception, attitudes, attraction, aggression, stereotyping, group dynamics, and social exchange will be explored. The application of theory and research to addressing social problems will be discussed.

**PSYC BC1138** Social Psychology. 3 points.


Prerequisites: BC1001 or permission of the instructor.

Lecture course covering contemporary theory and research on social thought and behavior. Issues such as person perception, attitudes,
attraction, aggression, stereotyping, group dynamics, and social exchange will be explored. The application of theory and research to addressing social problems will be discussed.

**PSYC BC2151 Organizational Psychology. 3 points.**
Prerequisites: BC1001 or permission of the instructor. Enrollment strictly limited to 45 students; decided upon and finalized first week of classes.

Introduction to behavior of individuals and small groups in work organizations. Recent theory and research emphasizing both content and research methodology. Motivation and performance, attitudes and job satisfaction, power, influence, authority, leadership, cooperation and conflict, decision making, and communications. Enrollment limited to 45; and only seniors.

**Spring 2018: PSYC BC1138**
Course Number: 1138
Section/Call Number: 001/00241
Times/Location: M W 10:10am - 11:25am
304 Barnard Hall
Instructor: Colin Leach
Points: 3
Enrollment: 164

**PSYC BC3153 Psychology and Women. 4 points.**
Prerequisites: Junior or Senior standing and at least two psychology courses. Permission of the instructor required for majors other than Psychology or Women’s Studies. Enrollment limited to 20 students. Examines how female experience is and has been understood by psychologists. Through an understanding of gender as a social construction and issues raised by the intersections of gender, sexuality, class, and race, the course will analyze assumptions about what causes us to be gendered and about how being gendered affects behavior.

**Spring 2018: PSYC BC2151**
Course Number: 2151
Section/Call Number: 001/07929
Times/Location: T Th 1:10pm - 2:25pm
328 Milbank Hall
Instructor: Ariel Bernstein
Points: 3
Enrollment: 34/40

**Spring 2018: PSYC BC2151**
Course Number: 2151
Section/Call Number: 002/06191
Times/Location: T Th 4:10pm - 5:25pm
Ll103 Diana Center
Instructor: Ariel Bernstein
Points: 3
Enrollment: 31/40

**PSYC BC3166 Social Conflict. 4 points.**
BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Prerequisites: BC1001 and one additional Psychology course. Or permission of the instructor. Enrollment limited to 20 students. Survey of the literature on development of social conflict, the motivations and cognitions of individuals in conflict, and the procedures available for resolving conflict. Particular emphasis will be placed on the psychology of fairness and its implications for conflict resolution.

**PSYC BC3364 Psychology of Leadership. 4 points.**
Prerequisites: Students must have one of the following pre-requisites for this course: PSYC BC1125 Personality Psychology, PSYC BC1138 Social Psychology, or PSYC BC2151 Organizational Psychology, and permission by the instructor. An in-depth examination of the concept of leadership in psychology with an emphasis on women’s leadership. Topics include the role of gender, culture, and emotional intelligence as well as an examination of transactional and transformational models. Topics will be discussed with an equal emphasis on theory, research, and application. Students must have prerequisites and permission of the instructor. Enrollment limited to 15.

**Religion**
RELI V3650 Religion and the Civil Rights Movement. 3 points.
Not offered during 2017-18 academic year.

Examination of the role of religion in the drive for civil rights during the 1950s and 1960s. The course will look at the role of activists, churches, clergy, sermons, and music in forging the consensus in favor of civil rights.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).
Not offered during 2017-18 academic year.

Examination of the relationship between scientific and religious ideas, with particular reference to American culture in the twentieth century. Explores the impact of such events as the Scopes trial and the popular faith in science and technology of the religious attitudes and beliefs of 20th-century Americans.

RELI W4670 Native American Religions. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Limited to 20 students. Examines the varieties of Native American religions and spirituality, from contact to the present, including a look at the effects of European religions on Native American traditions.

RELI W4721 Religion and Social Justice. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Sophomore standing.
Examine current debates on three topics (religious reasons in public discourse, human rights, and democracy). Also looks briefly at some uses of the Exodus story, focusing on Michael Walzer’s study of its political uses, Edward Said’s criticism of Walzer’s use of it in connection with contemporary Israel, and its role in debates among African Americans in the nineteenth century.

Science and Public Policy (Barnard)

SCPP BC3335 Environmental Leadership, Ethics & Action. 4 points.


Prerequisites: One year of college science. Enrollment limited to 16 students. Instructor’s permission requirement. Contact D. Dittrick.


Sociology (Barnard)

SOCI BC3903 Work and Culture. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Preference for Barnard Leadership Initiative participants, Juniors and Seniors. Permission of the instructor. Sociological approaches to understanding work and culture. Theoretical underpinnings of workplace interactions, with attention to ethnographies of work across a range of organizations. Examines changes in work due to technological advances and globalization. Special emphasis on gender.

SOCI BC3907 Communities and Social Change. 4 points.

Examines how changes in the economy, racial composition, and class relations affect community life-how it is created, changed and sometimes lost-with a specific focus on the local urban context. Student research projects will address how contemporary forces such as neoliberalization, gentrification and tourism impact a community’s social fabric.

SOCI BC3909 Ethic Conflict and Unrest. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Sophomore Standing. SOCI BC1003 or permission of the instructor. Enrollment limited to 20 students. Post-1965 immigration in the U.S. has prompted conflicts between new immigrant groups and established racial and ethnic groups. This seminar explores ethnic conflict and unrest that takes place in the streets, workplace, and everyday social life. Focus is on sociological theories that explain the tensions associated with the arrival of new immigrants.

SOCI BC3913 Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society. 4 points.

This class will examine the historical roots and ongoing persistence of social, economic, and political inequality and the continuing role that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.

SOCI BC3935 Gender and Organizations. 4 points.

This course examines the sociological features of organizations through a gender lens. We will analyze how gender, race, class, and sexuality matter for individuals and groups within a variety of organizational contexts. The course is grounded in the sociological literatures on gender and organizations.

Spring 2018: SOCI BC3935

Course | Section/Call | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
SOCI 3935 | 001/08844 | Th 12:10pm - 2:00pm, 308 Diana Center | Heather Hurwit | 4 | 19

SOCI UN3235 Social Movements: Collective Action. 3 points.

Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women’s movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

Fall 2017: SOCI UN3235

Course | Section/Call | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
SOCI 3235 | 001/01592 | M W 4:10pm - 5:25pm, 324 Milbank Hall | Marnie Brady | 3 | 20

SOCI UN3264 The Changing American Family. 3 points.

Worries and debates about the family are in the news daily. But how in fact is "the family" changing? And why? This course will study the family from a sociological perspective with primary emphasis on continuity and change and variation across different historical eras. We’ll examine how the diversity of family life and constellations of intimacy and care are shaped by gender, race, ethnicity, socioeconomic status, and sexuality. Discussion section (required) will engage with readings as well as events in the news/ social media of interest to students.

SOCI V3220 Masculinity: A Sociological View. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Not offered during 2017-18 academic year.

Prerequisites: One introductory course in Sociology suggested. Examines the cultural, political, and institutional forces that govern masculinity. Focuses on various meanings of "being a man" and the effects these different types of masculinity have on both men and women. Explores some of the variation among men and relationships between men and women.

SOCI V3318 The Sociology of Sexuality. 3 points.


Not offered during 2017-18 academic year.

Prerequisites: Introductory course in Sociology is suggested.
Social, cultural and organizational aspects of sex in the contemporary United States, stressing the plural in sexualities: sexual revolution and post-Victorian ideologies; the context of gender and inequality; social movements and sexual identity; the variety of sexual meanings and communities; the impact of AIDS.

**SOCI V3324 Poverty, Inequality, and Policy: A Sociological Perspective. 4 points.**
Not offered during 2017-18 academic year.

Prerequisites: Introductory course in Sociology is suggested. Examination of poverty, the "underclass," and inequality in the United States. Part 1: The moral premises, social theories, and political interests shaping current debates about the poor. Part 2: A more concrete analysis of the lives of the poor and the causes of family breakdown, the drug economy, welfare, employment, and homelessness.

**SOCI W3936 Sociology and the Public. 4 points.**
Not offered during 2017-18 academic year.

Prerequisites: Sociological Imagination (SOCI V1202) or The Social World (SOCI W1000) (not required). This course explores how sociologists address pressing public concerns. With a focus on contemporary American issues, we will discuss: (1) how particular problems are identified; (2) what resolutions are put forth, who is likely to achieve them, and how; (3) what the audience is (and should be) for such work.

**Spanish**

**SPAN BC3510 Gender and Sexuality in Latin American Cultures. 3 points.**

Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350). Examines constructions of gender and sexuality in Latin American cultures. Through a close analysis of critical, literary, and visual texts, we explore contemporary notions of gender and sexuality, the socio-cultural processes that have historically shaped these, and some theoretical frameworks through which they have been understood.

**Theatre**

**THTR UN2005 Acting Workshop. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART). When offered in Fall semester, open only to first-year students.

Prerequisites: Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions. Course develops the processes and tools an actor needs to approach the text of a play. Students develop their physical, vocal, and imaginative range and skills through voice and speech exercises, work on non-verbal behavior, improvisation, and character development. IN THE FALL SEMESTER OPEN ONLY TO FIRST-YEAR STUDENTS. Course encouraged for prospective BC Theatre and CU Drama and Theatre Arts majors.

**THTR UN3140 Performing Women. 4 points.**

Prerequisites: Enrollment limited to 16 students. This course examines the category of "woman" as it is mobilized in performance, considering both a variety of contemporary performances chosen from a wide range of genres and a diversity of critical/theoretical perspectives.

**Urban Studies**

**URBS V3530 Urban Development: A Rubik’s Cube of Policy Choices. 4 points.**

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. Only 16 admitted. Using case studies, examines the rationale for urban development, the players involved and how decisions are made about the distribution of public and private resources. Studies the specific components of the development process and the myriad policy questions that large-scale development is meant to address. Examines the disconnect among stakeholders’ objectives - the developer, the financial institution that pays for the project, the government and the community.

**URBS V3550 Community Building and Economic Development. 4 points.**

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. Community building has emerged as an important approach to creating an economic base, reducing poverty and improving the quality of life in urban neighborhoods. In this course, students examine the methods, strategies, and impact of community building on the economic, social, and political development of urban neighborhoods.

**URBS V3920 Social Entrepreneurship. 4 points.**

Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. General Education Requirement: Social Analysis (SOC). Only 16 admitted. Introduction to the main concepts and processes associated with the creation of new social enterprises, policies, programs, and organizations; criteria for assessing business ventures sponsored by non-profits and socially responsible initiatives undertaken by corporations; specific case studies using New York City as a laboratory. To be offered Fall 2011.

**Women’s Studies (Barnard)**

**WMST BC3131 Women and Science. 4 points.**


Prerequisites: Enrollment limited to 18 students. History and politics of women’s involvement with science. Women’s contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science.
education. Feminist critiques of biological research and of the institution of science.

**WMST UN1001 Introduction to Women's and Gender Studies. 3 points.**

An interdisciplinary introduction to key concepts and analytical categories in women's and gender studies. This course grapples with gender in its complex intersection with other systems of power and inequality, including: sexuality, race and ethnicity, class and nation. Topics include: feminisms, feminist and queer theory, commodity culture, violence, science and technology, visual cultures, work, and family.

Spring 2018: WMST UN1001

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<tr>
<td>WMST 1001</td>
<td>001/67958</td>
<td>T Th 11:40am - 12:55pm 310 Fayerweather</td>
<td>Deborah Valenze, Laura Ciolkowski</td>
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<td>56/90</td>
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**WMST UN3915 Gender and Power in Transnational Perspective. 4 points.**

Enrollment limited to 15.

Prerequisites: Instructor approval required
Considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist movements that have emerged to address contemporary gendered inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist politics, and human rights.

If it is a small world after all, how do forces of globalization shape and redefine both men's and women's positions as as workers and political subjects? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of the political economy of globalization? These questions will frame this course by highlighting how gender and power coalesce to impact the lives of individuals in various spaces including workplaces, the home, religious institutions, refugee camps, the government, and civil society, and human rights organizations. We will use specific sociological and anthropological case studies, to look at how various regimes of power operate to constrain individuals as well as give them new spaces for agency. This course will enable us to think transnationally, historically, and dynamically, using gender as a lens through which to critique relations of power and the ways that power informs our everyday lives and identities.

Full 2017: WMST UN3915

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<td>WMST 3915</td>
<td>001/02432</td>
<td>W 4:10pm - 6:00pm 754 Ext Schermerhorn Hall</td>
<td>Selina Makana</td>
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**WMST V3312 Theorizing Activism. 4 points.**

Prerequisites: Critical Approaches or Feminist Theory or permission of instructor.
Helps students develop and apply useful theoretical models to feminist organizing on local and international levels. It involves reading, presentations, and seminar reports. Students use first-hand knowledge of the practices of specific women's activist organizations for theoretical work.

WMST W4300 Advanced Topics in Women's and Gender Studies. 4 points.

Not offered during 2017-18 academic year.

This seminar considers the family at a historical and socio-technical juncture at which its form is both remarkably flexible and deeply intractable. The course begins with an overview of sociological and feminist scholarship on the family. We then examine how developments stemming from genetic science have spurred the emergence of new reproductive technologies over the last few decades and, in turn, novel forms of procreation and affiliation. To what extent do assisted reproduction practices, such as in vitro fertilization, prenatal diagnosis, and surrogacy, offer novel ways for constituting and conceptualizing the family? Which constituencies benefit from these possibilities, which enable them, and which are constrained by them? To what extent do clinical and reproductive genetics privilege biological relatedness and, therefore, traditional gender ideologies? How is the family now simultaneously case as a source of (health) risk, a necessary resource for optimal (healthy) living, and a volitional social form? We will take up these questions against the backdrop of forms of kin-keeping sociality (family reunions, genealogy, etc.), on the one hand, and, on the other hand, "biosociality" and biological affinity. Readings include works by Cartsen, Engels, Franklin & McKinnon, Furstenberg, Nelkin, Povinelli, Katz Rothman, Strathern and Weston.

WMST W4301 Early Jewish Women Immigrant Writers: 1900-1939. 4 points.

BC: Fulfillment of General Education Requirement: Literature (LIT). Enrollment limited to 15.

Prerequisites: students must attend first day of class and admission will be decided then.
Covers significant pre-Holocaust texts (including Yiddish fiction in translation) by U.S. Ashkenazi women and analyzes the tensions between upholding Jewish identity and the necessity and/or inevitability of integration and assimilation. It also examines women's quests to realize their full potential in Jewish and non-Jewish communities on both sides of the Atlantic.

WMST W4303 Gender, Globalization, and Empire. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: Enrollment limited to 20 students.
Study of the role of gender in economic structures and social processes comprising globalization and in political practices of contemporary U.S. empire. This seminar focuses on the ways in which transformations in global political and economic structures over the last few decades including recent political developments in the U.S. have been shaped by gender, race, sexuality, religion and social movements.

WMST W4304 Gender and HIV/AIDS. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Permission of instructor. Enrollment limited to 15 students.
An interdisciplinary exploration of feminist approaches to HIV/AIDS with emphasis on the nexus of science and social justice.

WMST W4307 Sexuality and the Law. 4 points.

Not offered during 2017-18 academic year.
Biology

Prerequisites: Because this seminar emphasizes weekly discussion and examination of the readings, enrollment is strictly limited to 20 students. Please read and follow the updated instructions: 1) Interested students must write a 50-100 word essay answering the following question: "What background, experience or expertise do you bring to the discussion of Sexuality and the Law that will help inform and challenge the other 19 students in the class?"; 2) Include the following: your name, institution you are graduating from, year of graduation, declared major, and whether you are working towards a Women’s Studies major or minor; 3) Send your information and essay through email with the subject line “Barnard Sexuality & the Law”; 4) Send your email to Riya Ortiz, WS Department Assistant, at sortiz@barnard.edu no later than Wednesday, September 1, 2010. The final list of students who are registered for the course will be announced on Friday, September 3, 12 pm. Classes start on Monday, September 13. (Note: Students who have registered for the course must also submit the essay to guarantee their registration). Explores how sexuality is defined and contested in various domains of law (Constitutional, Federal, State), how scientific theories intersect with legal discourse, and takes up considerations of these issues in family law, the military, questions of speech, citizenship rights, and at the workplace.

WMST W4308 Sexuality and Science. 4 points.
Not offered during 2017-18 academic year.

Examines scientific research on human sexuality, from early sexology through contemporary studies of biology and sexual orientation, surveys of sexual behavior, and the development and testing of Viagra. How does such research incorporate, reflect, and reshape cultural ideas about sexuality? How is it useful, and for whom?

WMST W4309 Sex, Gender and Transgender Queries. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 20 students.
Sex, sexual identity, and the body are produced in and through time. “Trans” – as an identity, a set of practices, a question, a site, or as a verb of change and connection – is a relatively new term which this course will situate in theory, time, discipline, and through the study of representation.

WMST W4320 Queer Theories and Histories. 4 points.
Enrollment limited to 20. Not offered during 2017-18 academic year.

The course will cover a range of (mostly U.S. and mostly 20th-Century) materials that thematize gay, lesbian, bisexual, transgender experience and identity. We will study fiction and autobiographical texts, historical, psychoanalytic, and sociological materials, queer theory, and films, focusing on modes of representing sexuality and on the intersections between sexuality and race, ethnicity, class, gender, and nationality. We will also investigate connections between the history of LGBT activism and current events. Authors will include Foucault, Freud, Butler, Sedgwick, Anzaldua, Moraga, Smith. Students will present, and then write up, research projects of their own choosing.

Biology

1203 Altschul Hall
212-854-2437
212-854-1950 (fax)

Introductory Laboratory Office: 911 Altschul Hall

The Department of Biology

Biology explores the structure, function and evolution of diverse living systems. It addresses some of the most important issues of our time—genetic engineering, stem cell research, obesity, cancer and effects of global warming. Majoring in Biology prepares students to pursue a career in research, teaching or the allied health sciences. It is also relevant to careers as diverse as environmental policy, law, public health, creative writing and textbook development.

Mission

The mission of the Biology major is to provide students with a broad education in biology. To this end, students are offered a range of lecture courses that span the molecular, physiological and ecological levels of organization. Students also complete laboratory courses that help them learn how to design and test hypotheses, use modern scientific equipment, and interpret data. Finally, students learn scientific communication skills by critiquing research articles, writing laboratory reports and research papers, and participating in oral presentations and debates. The department encourages students to become involved in a research project under the guidance of a faculty member at Barnard or elsewhere in New York City.

Student Learning Outcomes

Students graduating with a major in Biology should be able to attain the following outcomes:

- Demonstrate an appreciation of the many different life forms on planet Earth.
- Have the ability to discuss a biological phenomenon from many different levels of organization (e.g., discuss HIV from the perspective of structure through host immune response to evolutionary and epidemiological issues).
- Describe the basic features of Mendelian genetics and the central dogma of molecular biology; understand the basic physiological processes of at least one organism; demonstrate and understanding of population level processes.
- Make an oral presentation on either an original research project or a published primary research paper.
- Generate a testable hypothesis and develop and execute a controlled experimental design.
- Write an original scientific paper and/or a review article.

Research

Students are strongly encouraged to engage in research at Barnard. BIOL BC3591 Guided Research and Seminar BIOL BC3592 Guided Research and Seminar and BIOL BC3593 Senior Thesis Research BIOL BC3594 Senior Thesis Research may be used to fulfill major requirements as described below while BIOL BC3597 Guided Research may be used for degree credit.

In addition to conducting research during the academic year, students are encouraged to pursue summer research internships. Barnard faculty engage many students in paid research projects during the summer. The departmental office also has information about summer internships outside Barnard. In addition, the department awards funds
on a competitive basis to support summer research not otherwise funded by internships.

**Introductory Course Selection**

The Biology Department offers several options at the introductory level; students should select courses on the basis of their preparation and background in biology. Students who took advanced biology in high school should enroll in the 1500-level sequence (BIOL BC1500 Introduction to Organismal and Evolutionary Biology, BIOL BC1502 Introduction to Cell and Molecular Biology, and the lab courses BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology and BIOL BC1503 Introductory Lab in Cell and Molecular Biology. This sequence can be started either in the fall (BIOL BC1500 Introduction to Organismal and Evolutionary Biology and BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology) or the spring (BIOL BC1502 Introduction to Cell and Molecular Biology and BIOL BC1503 Introductory Lab in Cell and Molecular Biology) and fulfills the laboratory science portion of the General Education Requirement as well as the premedical requirement in biology.

Students with little or no experience in biology should enroll in the 1000-level sequence, which provides an appropriate introduction to important concepts in the field. Both BIOL BC1001 Revolutionary Concepts in Biology and BIOL BC1002 Global Health and Ecology include a laboratory component and together fulfill the laboratory science portion of the General Education Requirement. They must be taken in order. BIOL BC1001 Revolutionary Concepts in Biology must always precede BIOL BC1002 Global Health and Ecology, even if they are taken years apart. Students who wish to move on to the 1500-level courses, which are prerequisites for advanced classes in biology, are eligible to do so upon completion of BIOL BC1001 Revolutionary Concepts in Biology.

**AP Course Credit**

Students who have passed the Advanced Placement examination in biology with a grade of 4 or 5 are exempt from BIOL BC1001 Revolutionary Concepts in Biology and receive 3 points of credit. Students with an AP biology score of 4 or 5 may complete the Barnard lab science requirement with (a) BIOL BC1002 Global Health and Ecology, (b) BIOL BC1500 Introduction to Organismal and Evolutionary Biology and BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology, or (c) BIOL BC1502 Introduction to Cell and Molecular Biology and BIOL BC1503 Introductory Lab in Cell and Molecular Biology. However, students must complete the entire 1500-level sequence (BIOL BC1500 Introduction to Organismal and Evolutionary Biology, BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology, BIOL BC1502 Introduction to Cell and Molecular Biology, and BIOL BC1503 Introductory Lab in Cell and Molecular Biology) for the Biology major or minor and for the biology premedic requirements. AP credit is granted regardless of which introductory courses are completed at Barnard.

**Chairs:** Hilary Callahan (Professor) and Jennifer Mansfield (Associate Professor)

**Professor Emeritus:** Philip Ammirato

**Professors:** Paul Hertz, Brian Morton, John Glendinning, Hilary Callahan

**Associate Professor:** Jennifer Mansfield

**Assistant Professors:** Elizabeth Bauer, Krista McGuire, Jonathan Snow

**Senior Lecturer:** Jessica Goldstein

**Adjunct Assistant Professor:** Diana Heller

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**Requirements for the Major**

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<td>BIOL BC1502</td>
<td>Introduction to Cell and Molecular Biology</td>
<td>3</td>
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<tr>
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**Genetics**

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<tr>
<td>BIOL BC2100</td>
<td>Molecular and Mendelian Genetics</td>
<td>3</td>
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It is recommended, but not required, that this be taken immediately following the completion of the Spring semester of Introductory courses (BIOL BC1502 Introduction to Cell and Molecular Biology and BIOL BC1503 Introductory Lab in Cell and Molecular Biology).

**Five Upper Level Lecture Courses**

Students must complete at least five additional lecture courses at the 2000 and 3000 levels. One of the five lecture courses must be selected from each of the following two groups:

1. **Physiological Level of Organization**
   - BIOL BC3230 Microbiology
   - BIOL BC3360 Animal Physiology

2. **Ecological and Evolutionary Level of Organization**
   - BIOL BC2240 Plant Evolution and Diversity
   - BIOL BC2272 Ecology
   - BIOL BC2278 Evolution

- BIOL BC3380 Applied Ecology and Evolution
- BIOL BC3388 Tropical Ecology

Three additional lecture courses may be selected from any Barnard Biology offering (including all of the courses listed above) or, with the department's chair's permission, from offerings in the Columbia Department of Biological Sciences and the Department of Ecology, Evolution, and Environmental Biology.

**Three Upper Level Laboratory Courses**

Students must complete at least three Biology laboratories beyond the 1500 level. Laboratories may require a lecture course as a co-requisite or prerequisite; such requirements are specified in the Barnard catalogue.

**Research Option**

A student may count two consecutive semesters of Guided Research and Seminar (BIOL BC3591 followed by BIOL BC3592) as a laboratory course for the major. Appropriate Biology courses at Columbia University may be used to satisfy the lab requirement, as may those at other institutions, with permission of the department chair.

**Senior Seminar or Individual Research**

Students must enroll in one section of the Senior Seminar (BIOL BC3590) or complete two semesters of Senior Thesis Research (BIOL BC3593 followed by BIOL BC3594). A student cannot take both Senior Thesis Research and Guided Research and Seminar at the same time.

**Chemistry Requirement**

One semester of General Chemistry (with laboratory) and one semester of Organic Chemistry (with laboratory) are required.

**Requirement for the Minor**

A minor in biology must include:
BIOL BC1001 Revolutionary Concepts in Biology. **4.5 points.**

Lab Required

Prerequisites: Course does not fulfill Biology major requirements or premedical requirements. Enrollment in laboratory limited to 16 students per section.

Exploration of the major discoveries and ideas that have revolutionized the way we view organisms and understand life. The basic concepts of cell biology, anatomy and physiology, genetics, evolution, and ecology will be traced from seminal discoveries to the modern era. The laboratory will develop these concepts and analyze biological diversity through a combined experimental and observational approach.

**Fall 2017: BIOL BC1011**

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<td></td>
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<td></td>
<td>005/01730</td>
<td>F 10:00am - 12:50pm</td>
<td>Diana Heller</td>
<td>0</td>
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BIOL BC1012 BIOL BC1002 Lab. **0 points.** MUST ATTEND FIRST LAB TO HOLD PLACE

Prerequisites: Course does not fulfill biology major requirements or premedical requirements. BIOL BC1001 or equivalent preparation and background. Enrollment in laboratory sections limited to 16 students per section.

Exploration of modern biology as it pertains to contemporary issues. One module examines the microbiological agents that cause disease and addresses how such agents can be used as weapons for terrorism or war. Another module considers human physiology, focusing on major health issues. The third module explores growth and resource use, emphasizing the uniqueness of human populations. Lab exercises introduce biological techniques for studying these topics.

**Spring 2018: BIOL BC1012**

<table>
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<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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BIOL BC1500 Introduction to Organismal and Evolutionary Biology. **3 points.**

Prerequisites: BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements. Detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics.

**Fall 2017: BIOL BC1500**

<table>
<thead>
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<th>Course Number</th>
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</table>

BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology. **2 points.** Recitation Section Required

Prerequisites: BIOL BC1001 or equivalent preparation. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. BIOL BC1500 as prerequisite or corequisite. A laboratory based introduction to the major groups of living organisms; anatomy, physiology, evolution, and systematics;
laboratory techniques for studying and comparing functional adaptations.

**Fall 2017: BIOL BC1501**

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**Spring 2018: BIOL BC1503**

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**BIOL BC1511 BIOL BC1501 Recitation. 0 points.**

**Prerequisites:** BIOL BC1501 or equivalent preparation. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. BIOL BC1500 as prerequisite or corequisite.

A laboratory-based introduction to cell and molecular biology. Both classic and modern approaches are used to investigate principles of heredity as well as the structure and function of cells and their molecular components. Lab exercises introduce practical techniques and data analysis.

**Fall 2017: BIOL BC1511**

<table>
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<th>Course Number</th>
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<th>Times/Location</th>
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**BIOL BC1513 BIOL BC1503 Recitation. 0 points.**

**Prerequisites:** BIOL BC1501 or equivalent preparation. BIOL BC1502 as corequisite (preferred) or prerequisite. Course suitable for fulfillment of premedical requirements. Recitation section for BIOL BC1503, which is a laboratory-based introduction to cell and molecular biology. Both classic and modern approaches are used to investigate principles of heredity as well as the structure and function of cells and their molecular components. Lab exercises introduce practical techniques and data analysis.

**Spring 2018: BIOL BC1513**

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**BIOL BC1502 Introduction to Cell and Molecular Biology. 3 points.**

**Prerequisites:** BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements. Together with BIOL BC1500 this course is part of a yearlong introductory sequence. BIOL BC1500 and BIOL BC1502 do not need to be taken in sequence. Detailed introduction to cellular and subcellular biology: cell structures and functions, energy metabolism, biogenesis of cell components, biology of inheritance, molecular genetics, regulation of gene expression, and genes in development.

**Spring 2018: BIOL BC1502**

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<th>Course Number</th>
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**BIOL BC1503 Introductory Lab in Cell and Molecular Biology. 2 points.**

**Recitation Section Required**

**Prerequisites:** BIOL BC1001 or equivalent preparation. BIOL BC1502 as corequisite (preferred) or prerequisite. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements.
BIOL BC1599 Science Journal Club. 1 point.
Prerequisites: Limited to 16 students who are participating in the Science Pathways Scholars Program. Students in this seminar course will be introduced to the scientific literature by reading a mix of classic papers and papers that describe significant new developments in the field. Seminar periods will be devoted to oral reports, discussion of assigned reading, and student responses.

BIOL BC2100 Molecular and Mendelian Genetics. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent. Mendelian and molecular genetics of both eukaryotes and prokaryotes, with an emphasis on human genetics. Topics include segregation, recombination and linkage maps, cytogenetics, gene structure and function, mutation, molecular aspects of gene expression and regulation, genetic components of cancer, and genome studies.

BIOL BC2240 Plant Evolution and Diversity. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent. Survey of plant biology emphasizing evolutionary and ecological perspectives on mating and reproduction, physiology, anatomy and morphology.

BIOL BC2262 Vertebrate Biology. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent. Systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history, body architecture, energetics, locomotion, feeding, and behavior.

BIOL BC2272 Ecology. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent. Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography. Lectures integrate theory with empirical studies.

BIOL BC2278 Evolution. 3 points.
Not offered during 2017-18 academic year.

BIOL BC2280 Animal Behavior. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or equivalent. Introduction to animal behavior; physiological bases of behavior (sensory systems, neurophysiology of behavior, appetitive and reproductive behavior), ethological approaches to behavior (communication, territoriality, dominance, and aggression) and evolution of behavior (behavior genetics, behavioral ecology, sociobiology).

BIOL BC2281 Laboratory in Animal Behavior. 3 points.
standard for lab courses in Biology. Not offered during 2017-18 academic year.
Prerequisites: BIOL BC1500BIOL BC1502BIOL BC2280 This lab provides an introduction to animal behavior research, including current research approaches and practical applications of these findings. Students will complete two main projects. The first is a group project using the fruit fly, Drosophila melanogaster, which will involve observing, recording, and analyzing reproductive behaviors. The second is an independent project that will be designed, conducted, and analyzed by students using publicly available animal behavior resources and/or data. Both projects will incorporate critical thinking, problem solving and experimental design, with an emphasize on scientific writing and oral presentation skills.

BIOL BC2286 Statistics and Research Design. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, college-level algebra or the equivalent. General Educational Requirement: Quantitative and Deductive Reasoning (QUA) Introduction to basic principles of statistics and experimental design. Topics include common statistical procedure, analysis of data, sampling populations, power analysis, and the design of experiments. This course differs from traditional statistics courses by explicitly integrating statistics into research process.

BIOL BC2574 Laboratory in Human Anatomy. 3 points.
Prerequisites: Ongoing dance (or other movement) practice is a co-requisite; or permission from the instructor. Corequisites: DNCE BC2573 This new interdisciplinary laboratory course will introduce students to the practices of creative and scientific research in anatomy. The laboratory course will offer students “hands-on” opportunities to view cadaveric specimens, to collect, analyze and communicate scientific information/data related to anatomy and to explore the use of anatomical information to generate creative movement and choreography.
BIOL BC2801 Laboratory in Genetics. 3 points.
Prerequisites: BIOL BC1502, BIOL BC1503; and pre or corequisite, BIOL BC2100 or BIOL BC3310. Enrollment limited to 16 students per section. Exercises in genetics at both the Mendelian and molecular levels. Basic principles of genetic analysis will be studied using Drosophila and bacteria. A project in molecular genetics, involving such techniques as PCR, gel electrophoresis, and cloning, will be undertaken using plant genes.

Fall 2017: BIOL BC2801

<table>
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<td>Brian Morton</td>
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BIOL BC2841 Laboratory in Plant Evolution and Diversity. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503. Enrollment limited to 16.
Studies of the structure, ecology, and evolution of plants. Laboratory exercises include field problems, laboratory experiments, plant collections and identification, and examination of the morphology of plant groups.

BIOL BC2851 Plants and Profits: The Global Power of Botany. 4 points.
The course is part of the Barnard Teaches program. It will have a lab that will teach science and digital skills and on Thursdays two consecutive times are scheduled to allow lecture and lab to accommodate trips to NYBG.

Prerequisites: Strongly recommend prior enrollment in BIOL BC1001 or 1002, or in BIOL BC 1501 and 1502, or the equivalent. Students need to understand genetics and must be prepared to read professional science literature. Science students must be prepared for lengthy reading assignments.
Sustaining complex human systems requires plants, which in turn depend on soils, geology, and climate. With that reality in the foreground, this course will foster fluency and expertise in classical and cutting edge botanical science: genetics, genomics, biogeography, conservation biology, economic and ethnobotany. At the center of its investigations will be the ongoing digital revolution, recognizing that natural history has been and will continue to be essential to all of the plant sciences. The course will encourage interdisciplinary perspectives, pushing students outside of their intellectual comfort zones and aiming to comprehend plant biodiversity from a multiplicity of human perspectives.

Spring 2018: BIOL BC2900

<table>
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<th>Section/Call</th>
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<th>Instructor</th>
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<td>Jacob, Alexander, Elizabeth Bauer</td>
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BIOL BC3303 Laboratory in Molecular Biology. 3 points.
Prerequisites: BIOL BC2100 OR BIOL BC3310 (which can be taken as corequisites) or permission of instructor. Enrollment limited to 16. Introduction to the use of molecular techniques to answer questions about subcellular biological phenomena. Techniques include isolation of genomic and plasmid DNAs, restriction enzyme analysis, DNA and protein electrophoresis, bacterial transformation, and plasmid subcloning.

Fall 2017: BIOL BC3303

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Spring 2018: BIOL BC3303

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BIOL BC3305 Project Laboratory in Molecular Genetics. 3 points.
Prerequisites: BIOL BC2100 or permission of instructor. Enrollment limited to 16.
Laboratory course in which students conduct original research projects in molecular genetics. Students will participate in experimental design, conduct and data analysis, and work with key techniques for studying gene structure, expression and function such as nucleic acid extraction and synthesis, cloning, bioinformatics analysis, PCR and qPCR.
Students will present their results orally and in writing. Enrollment in both semesters (BIOL BC3305 and BIOL BC3306) of this full-year course is required, and fulfills two upper-level lab courses for the Barnard Biology major. Must be taken in sequence, beginning in the fall. -B. Morton, J. Mansfield

BIOL BC3306 Project Laboratory in Molecular Genetics. 3 points.
Prerequisites: BIOL BC2100 or permission of instructor. Enrollment limited to 16.
Laboratory course in which students conduct original research projects in molecular genetics. Students will participate in experimental design, conduct and data analysis, and work with key techniques for studying gene structure, expression and function such as nucleic acid extraction and synthesis, cloning, bioinformatics analysis, PCR and qPCR.
Students will present their results orally and in writing. Enrollment in both semesters (BIOL BC3305 and BIOL BC3306) of this full-year course is required, and fulfills two upper-level lab courses for the Barnard Biology major. Must be taken in sequence, beginning in the fall. -B. Morton, J. Mansfield

**BIOL BC3308 Genomics and Bioinformatics. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 and BIOL BC2100.
Advanced topics in genetics focusing on genome-level features and methods of sequence analysis. The primary emphasis of the course will be on microbial genomic and metagenomic applications but many of the techniques will be applicable to eukaryotic genomics and medical genomics as well. Through this course students will become comfortable with the command line interface, learn basic programming skills, be exposed to a variety of online tools, and become proficient in a number of genomic software packages. This course is an upper-level laboratory.

**BIOL BC3310 Cell Biology. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501 BIOL BC1502, BIOL BC1503, or equivalent, and BIOL BC2100.
This course explores the components, systems, and regulatory mechanisms involved in eukaryotic cellular function. Topics include: signal transduction, translational and protein quality control, organelar and cytoskeletal dynamics, and some coordinated responses such as proliferation and programmed cell death. Throughout the course we will see how general cell biology can be specialized to achieve specific cellular functions through regulation of the basic machinery. We will also explore the cellular and molecular bases for a variety of human pathologies, with an emphasis on cancer. In addition to lecture, we will spend some time discussing the material, including selected articles from the primary literature, and learning through group presentations.

**Fall 2017: BIOL BC3310**
- Course: BIOL 3311
  - Section/Call Number: 001/05773
  - Times/Location: Th 1:10pm - 6:00pm
  - Instructor: Jonathan Snow
  - Points: 3
  - Enrollment: 17/16
- Course: BIOL 3311
  - Section/Call Number: 001/006627
  - Times/Location: M W 8:40am - 9:55am
  - Instructor: Jonathan Snow
  - Points: 3
  - Enrollment: 52/60

**BIOL BC3311 Laboratory in Cell Biology. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and BIOL BC2100. Enrollment limited to 16.
Introduction to cell biological techniques used to investigate structural, molecular, and physiological aspects of eukaryotic cells and their organization into tissues. Techniques include light and electron microscopy, cell culture, isolation of cellular organelles, protein electrophoresis and Western Blot analysis.

**BIOL BC3320 Microbiology. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and BIOL BC2100.
Survey of the diversity, cellular organization, physiology, and genetics of the major microbial groups. Also includes aspects of applied microbiology and biotechnology, the function of microorganisms in the environment, and the role of microbes in human diseases.

**BIOL BC3321 Laboratory in Microbiology. 3 points.**
Prerequisites: BIOL BC3320 (or corequisite). Enrollment limited to 16.
Provides experience in the isolation, cultivation, and analysis of pure cultures of microorganisms. Methods used for study of cell structure, growth, physiology, and genetics of microbes will be incorporated into small independent projects.

**Fall 2017: BIOL BC3321**
- Course: BIOL 3321
  - Section/Call Number: 001/07845
  - Times/Location: T Th 11:40am - 12:55pm
  - Instructor: Stephen Sturley
  - Points: 3
  - Enrollment: 25

**BIOL BC3352 Development. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, and BIOL BC2100 or equivalent.
Introduction to developmental biology. Topics will include: fertilization, cleavage and gastrulation, establishment of body axes, neural development, organ formation, regeneration, stem cells and cell potency, evolution of developmental programs.

**BIOL BC3360 Animal Physiology. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.
Physiology of major organ systems; function and control of circulatory, respiratory, digestive, excretory, endocrine, nervous, and immune systems in animals; emphasis on vertebrates.

**BIOL BC3361 Laboratory in Animal Physiology. 3 points.**
Prerequisites: Pre- (or co-) requisite is a physiology lecture class (e.g., BIOL BC3360). Enrollment limited to 16.
Provides a hands-on introduction to the different physiological systems in vertebrates and invertebrates. Emphasizes the operation of a variety of physiological monitoring devices and the collection and analysis of physiological data.

**BIOL BC3362 Molecular and Cellular Neuroscience. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and one term of organic chemistry.
Structure and function of neural membranes; ionic basis of membrane potential and action potential; synaptic transmission and neurochemistry; sensory transduction and processing; reflexes and spinal cord physiology; muscle structure and function; neuronal circuitry, nervous system development.

**Spring 2018: BIOL BC3362**
- Course: BIOL 3362
  - Section/Call Number: 001/03212
  - Times/Location: T 1:10pm - 6:00pm
  - Instructor: John Glendinning
  - Points: 3
  - Enrollment: 16/16

Spring 2018: BIOL BC3360
- Course: BIOL 3360
  - Section/Call Number: 001/05606
  - Times/Location: T Th 10:10am - 11:25am
  - Instructor: John Glendinning
  - Points: 3
  - Enrollment: 46

Spring 2018: BIOL BC3361
- Course: BIOL 3361
  - Section/Call Number: 001/03212
  - Times/Location: T 1:10pm - 6:00pm
  - Instructor: John Glendinning
  - Points: 3
  - Enrollment: 16/16
BIOL BC3363 Laboratory in Molecular and Cell Neuroscience. 3 points.  
Prerequisites: BIOL BC3632 (or corequisite). Enrollment limited to 16.  
Introduction to techniques commonly used in current neurobiological research, including intracellular and extracellular recording of action potentials, neuroanatomical methods, and computer simulation of the action potential.

Spring 2018: BIOL BC3363  
Course Number: 3363  
Section/Call Number: 001/08377  
Times/Location: W 1:10pm - 6:00pm  
Instructor: Elizabeth  
Points: 3  
Enrollment: 15/16

BIOL BC3367 Ecophysiology. 3 points.  
Not offered during 2017-18 academic year.  
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, and BIOL BC1503 or the equivalent. BIOL BC2280 is recommended.  
Individuals, communities and ecosystems are composed of complex organism-environment interactions. We will examine these dynamic relationships in animals at the physiological level, covering basic concepts as they specifically relate to animal fitness. Course focus: how changes in stress and reproductive endocrinology and ecoimmunology relate to individual and population dynamics.

BIOL BC3380 Applied Ecology and Evolution. 3 points.  
Not offered during 2017-18 academic year.  
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.  
Ecological and evolutionary models of populations (exponential and density-dependent growth; species interactions; genetic differentiation resulting from mating, random drift, and selection) applied to problems resulting from human-induced environmental change (endangered species; use of pesticides and antibiotics; escaping transgenic organisms; global climate change; emerging pathogens; other invaders; etc.)

BIOL BC3388 Tropical Ecology. 3 points.  
Not offered during 2017-18 academic year.  
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.  
Focusing on tropical rain forests, the course explores the contemporary and historical ecological processes that generate and maintain species diversity in the tropics. Topics include biogeography and the latitudinal gradient of diversity, tropical climate and soils, origins of tropical ecosystems, causes and consequences of tropical deforestation, as well as unique ecological patterns and processes in specific tropical regions (Neotropics, African, and Asian tropics).

BIOL BC3590 Senior Seminar. 4 points.  
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, and BIOL BC2100.  
Required of all majors who do not select Senior Thesis (BIOL BC3593x / BC3594y) to fulfill the senior requirement, these seminars allow students to explore the primary literature in the Biological Sciences in greater depth than can be achieved in a lecture course. Attention will be focused on both theoretical and empirical work. Seminar periods are devoted to oral reports and discussion of assigned readings and student reports. Students will write one extensive literature review of a topic related to the central theme of the seminar section. Topics vary per semester and include: 1. Plant Development 2. Animal Development and Evolution 3. Molecular Evolution 4. Microbiology and Global Change 5. Genomics 6. Comparative and Reproductive Endocrinology.

Fall 2017: BIOL BC3590  
Course Number: 3590  
Section/Call Number: 001/09282  
Times/Location: M 3:10pm - 5:00pm  
Instructor: Sturley  
Points: 4  
Enrollment: 14/13

Spring 2018: BIOL BC3590  
Course Number: 3590  
Section/Call Number: 005/03374  
Times/Location: M 4:10pm - 6:00pm  
Instructor: Sturley  
Points: 4  
Enrollment: 13/12

BIOL BC3591 Guided Research and Seminar. 4 points.  
Per Semester  
An independent research project in Biology under the guidance of a faculty member and suiting the needs of the individual student. Projects conducted outside of the Barnard Biology Department must have a member of the Department acting as a sponsor. Attendance at a weekly seminar is required. By the end of the year, students write a scientific paper and orally present their results to the Barnard Biology Department. Completion of both BIOL BC3591 and BIOL BC3592 fulfills two upper-level laboratory requirements in the major. Must be taken in sequence, beginning in the fall.

Fall 2017: BIOL BC3591  
Course Number: 3591  
Section/Call Number: 001/01445  
Times/Location: M 1:10pm - 3:00pm  
Instructor: Goldstein, Alison  
Points: 4  
Enrollment: 13/12

BIOL BC3592 Guided Research and Seminar. 4 points.  
Per Semester  
An independent research project in Biology under the guidance of a faculty member and suiting the needs of the individual student. Projects conducted outside of the Barnard Biology Department must have a member of the Department acting as a sponsor. Attendance at a weekly seminar is required. By the end of the year, students write a scientific paper and orally present their results to the Barnard Biology Department. Completion of both BIOL BC3591 and BIOL BC3592 fulfills two upper-level laboratory requirements in the major. Must be taken in sequence, beginning in the fall.

Spring 2018: BIOL BC3592  
Course Number: 3592  
Section/Call Number: 001/03012  
Times/Location: M 1:10pm - 3:00pm  
Instructor: Goldstein, Alison  
Points: 4  
Enrollment: 8/9

BIOL BC3593 Senior Thesis Research. 4 points.  
Per Semester  
Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592. Same as BIOL BC3591x-BC3592y, including the weekly seminar. Completion of both BIOL BC3593x and BC3594y fulfills the senior
requirement in the major. Must be taken in sequence, beginning in the fall.

Fall 2017: BIOL BC3593

<table>
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<th>Times/Location</th>
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<th>Enrollment</th>
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<tr>
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<td>M 1:10pm - 3:00pm</td>
<td>Jessica Goldstein, Alison Pischedda</td>
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BIOL BC3594 Senior Thesis Research. 4 points.
Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592.


Spring 2018: BIOL BC3594

<table>
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<th>Course Number</th>
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<td>Alison Pischedda</td>
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BIOL BC3597 Guided Research. 1-4 points.
Prerequisites: Permission of a faculty sponsor. Similar to BIOL BC3591x/ BC3592y but a variable point course without seminar or an oral presentation. Does not fulfill Biology major requirements.

Fall 2017: BIOL BC3597

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<th>Course Number</th>
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<td>Paul Hertz</td>
<td>1-4</td>
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BIOL 3597 005/04087 Jennifer Mansfield 1-4 5
BIOL 3597 006/09332 Krista McGuire 1-4 1
BIOL 3597 007/07198 Brian Morton 1-4 4
BIOL 3597 008/01732 Jonathan Snow 1-4 6

Spring 2018: BIOL BC3597

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Cross-Listed Courses
Chemistry (Barnard)

CHEM BC3282 Biological Chemistry. 3 points.

Fall 2017: CHEM BC3282

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<tr>
<td>CHEM 3282</td>
<td>001/04565</td>
<td>M W F 9:00am - 9:50am</td>
<td>Christina Vizcarra</td>
<td>3</td>
<td>54/80</td>
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CHEM BC3355 Biochemistry Laboratory Techniques. 5 points.
Prerequisites: Organic II lab (CHEM BC3333, BC3335, or equivalent); Quantitative analysis lab (BC3338, BC3340, or equivalent); Biochemistry (CHEM BC3282y, CHEM C3501, or equivalent). Lecture: T 1:10-12:50; Laboratory two afternoons: T 2:10-6:00 / TH 1:10-5:00.
Theory and application of fundamental techniques for the isolation, synthesis and characterization of biological macromolecules including proteins, lipids, nucleotides and carbohydrates. Techniques include spectroscopic analysis, gel electrophoresis, chromatography, enzyme kinetics, immunoblotting, PCr, molecular cloning and cell culture, as well as modern laboratory instrumentation, such as UV-Vis, GC-MS and HPLC.

Spring 2018: CHEM BC3355

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<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
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<td>CHEM 3355</td>
<td>001/06027</td>
<td>T 1:10pm - 2:00pm</td>
<td>Mary Sever</td>
<td>5</td>
<td>10/14</td>
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<tr>
<td>CHEM 3355</td>
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<td>Th 1:10pm - 5:00pm</td>
<td>Mary Sever</td>
<td>5</td>
<td>10/14</td>
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<tr>
<td>CHEM 3355</td>
<td>003/06027</td>
<td>T 2:10pm - 6:00pm</td>
<td>Mary Sever</td>
<td>5</td>
<td>10/14</td>
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</table>
CHEM BC3357 Biochemistry Laboratory Techniques. 3 points.
Fee: $45.
Prerequisites: four terms of chemistry and biology laboratory.
Corequisites: BIOC C3501 or BCHM G4021.
Lecture and lab. Same course as BC3355, but only one section of lab hours required.

Neuroscience and Behavior (Barnard)
NSBV BC3367 Transformative Landmarks in Neuroscience. 4 points.
Not offered during 2017-18 academic year.
Modern neuroscience incorporates topics from molecular neurobiology to cognition. Cognate disciplines include psychology, biology, biochemistry, chemistry, neuropharmacology, neurology and psychiatry, physics, computational science. We review neuroscience landmarks through readings of scientific publications, news reports, and controversies surrounding apparently transformative research, and contemplate contemporary viewpoints that have the benefit of hindsight.

Chemistry
608 Altschul Hall
212-854-8460
212-280-2012 (fax)
Department Administrator: Laura Hendrickson (608 Altschul Hall)

The Department of Chemistry
The department aims to provide Barnard College students with a working knowledge of chemistry—the study of matter and its transformations, particularly at the molecular scale—within a vibrant community of students, faculty, and staff. Students gain familiarity with the core areas of the field; inorganic, physical, organic, analytical, and biological chemistry; while developing broadly applicable skills in problem solving and critical thinking. Through extensive laboratory work, students apply chemical concepts and theories to the tangible world, and there are ample opportunities for independent research with faculty members.

Mission
The department strives to prepare majors and non-majors alike to meet post-graduation goals, including graduate study in chemistry, employment in chemistry or related technical fields, science teaching, and professional school (particularly in the health-related professions). The department is an important contributor to Barnard’s effort to produce scientifically literate graduates and to be a source of distinguished women scientists.

Student Learning Objectives for Majors in Chemistry and Biochemistry
Students who graduate from Barnard College with a major in chemistry or biochemistry will be able to attain the following objectives:

• Demonstrate a thorough grounding in the core areas of chemistry: inorganic, physical, organic, biological, and analytical;
• Work effectively and safely in the chemistry laboratory, designing and conducting experiments, analyzing experimental results, and drawing conclusions from that data;
• Access, search, and interpret the chemical literature to obtain and critically evaluate scientific information;
• Clearly communicate scientific ideas and results both in writing and orally;
• Conduct themselves professionally and ethically as members of the scientific community;
• Pursue careers that require a high degree of technical expertise, including those in chemistry, science teaching, and the health professions.

Chemistry is the study of the nature of substances and their transformations. In a sequence of core courses, a chemistry or biochemistry major gains familiarity with the basic areas of the field: inorganic, organic, physical, analytical, and biological chemistry. In addition, she acquires sufficient skill in laboratory work that she is prepared for research.

The laboratories of the department are modern and well-equipped for both coursework and independent projects. Students may undertake research projects under the guidance of members of the department during the academic year or the summer. Opportunities are also available for research with Columbia faculty as well as staff members of the many medical schools and research institutions in New York City.

AP Credit
Students with scores of 4 or 5 on the Chemistry AP test or a 5, 6 or 7 on the IB chemistry exam can receive 3 credits of unspecified chemistry credit. Students may not “place out” of CHEM BC2001 unless they have taken the equivalent course(s) in college.

Pre-Medical Program
Non-majors wishing to fulfill the minimum two-year chemistry requirements for medical school should take CHEM BC2001 General Chemistry I; CHEM BC3328 Introductory Organic Chemistry Laboratory and CHEM BC3320 Organic Chemistry I; CHEM BC3321 Organic Chemistry II; and CHEM BC3232 Chemistry IV. The laboratory courses CHEM BC3333 Modern Techniques of Organic Chemistry Laboratory and CHEM BC3338 Quantitative and Instrumental Techniques Laboratory are recommended.

Introductory Course Selection
Based on their preparation and background in chemistry, most students begin their study with CHEM BC2001 General Chemistry I, an integrated lecture and laboratory course, and CHEM BC1003 Chemical Problem Solving, which is a one point corequisite of General Chemistry. Consult the department regarding this choice.

Regardless of a student’s background in chemistry, students may also take CHEM BC1050 From Forensics to Art Conservation - The Jazz of Chemistry. This 3.0-point seminar is limited to 24 students per section.

Chair: Rachel Austin (Professor)
Professors: Rachel Austin, Dina Merrer, Christian Rojas
Associate Professors: Marisa Buzzeo
Assistant Professors: Michael Campbell, Andrew Crowther, Mary Sever, Christina Vizcarra
Director of General Chemistry Laboratories: Jacob Alexander (Senior Lecturer)
**Director of Organic Chemistry Laboratories:** Meenakshi Rao (Senior Lecturer)

**Senior Associate Laboratory Director:** Su Qing Liu

**Laboratory and Facilities Administrator:** Kenise Jefferson

**Senior Lecturer:** Jean Vadakkan

**Laboratory Instructional Support Specialists:** Grace Lee, Richard Denton

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### Requirements for the Major

Two majors are offered by the department: Chemistry and Biochemistry. A student interested in chemistry or biochemistry should consult any member of the department during her first year. In the first year she should take CHEM BC2001 General Chemistry I, CHEM BC3328 Introductory Organic Chemistry Laboratory, and CHEM BC3230 Organic Chemistry I and start or continue the study of calculus.

In addition to required coursework, research experience is strongly recommended and may begin as early as the sophomore year. Interested students should consult with individual faculty members about research opportunities.

Rising seniors making good progress towards the degree may be invited by the faculty to participate in the senior honors thesis program in which students carry out a year-long research project leading to a thesis. Students who do not perform thesis research will satisfy the senior capstone requirement by taking a single semester of research their senior year.

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### Chemistry

#### The courses required for the chemistry major are:

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<tr>
<td>CHEM BC2001</td>
<td>General Chemistry I</td>
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<tr>
<td>CHEM BC3328 - CHEM BC3230</td>
<td>Introductory Organic Chemistry Laboratory and Organic Chemistry I</td>
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<td>CHEM BC3231</td>
<td>Organic Chemistry II</td>
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<td>CHEM BC3333</td>
<td>Modern Techniques of Organic Chemistry Laboratory</td>
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<td>CHEM BC3242</td>
<td>Quantitative Analysis</td>
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<td>CHEM BC3338</td>
<td>Quantitative and Instrumental Techniques Laboratory</td>
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<td>CHEM BC3253</td>
<td>Quantum Chemistry</td>
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<td>CHEM BC3252</td>
<td>Thermodynamics and Kinetics</td>
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<td>CHEM BC3348</td>
<td>Advanced Spectroscopy and Analysis Laboratory</td>
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<tr>
<td>CHEM BC3271</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>CHEM BC3358</td>
<td>Advanced Chemical Synthesis Laboratory</td>
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<td>MATH UN1101</td>
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Elective

Select one of the following:

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<tr>
<td>CHEM BC254</td>
<td>Methods and Applications in Physical Chemistry</td>
</tr>
<tr>
<td>CHEM BC282</td>
<td>Biological Chemistry</td>
</tr>
<tr>
<td>CHEM BC280</td>
<td>Advanced Organic Chemistry</td>
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<td>CHEM G4103</td>
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#### Senior Requirement

Select one of the following:

- Senior Honors Thesis:
  - CHEM BC3901 - CHEM BC3902 | Senior Honors Thesis and Senior Honors Thesis (by invitation of the department)

- Guided Research at Barnard or Columbia:
  - CHEM BC3597 | Problems in Chemistry
  - or CHEM BC3599 | Problems in Chemistry

- Elsewhere:
  - CHEM BC3598 | External Problems in Chemistry

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### Biochemistry

#### The courses required for the biochemistry major are:

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<td>MATH UN1101 or MATH UN1201</td>
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Recommended

* For Class 2020 and before:
  1) Two Semesters of math taken at college, including Cal. I or either II or III is required.

  - For Class of 2021 and beyond:
    1) Two Semesters of math taken at college
    2) Completion of Calculus through Calculus II.

  Further mathematics experience is always encouraged strongly for Chemistry and Biochemistry majors.

* Students having advanced placement credit for one or two semesters of calculus may fulfill the two-semester requirement with additional mathematics, statistics, or computer science courses.

A list of major requirements, several possible course sequences, and information about the senior requirement can be obtained from any member of the department.
Courses required for the Chemistry minor are:

**Requirements for the Minor**

A list of major requirements, including possible elective courses, and information about the senior requirement may be obtained from any member of the department.

**Requirements for the Minor**

Courses required for the Chemistry minor are:

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<td>Quantitative and Instrumental Techniques Laboratory</td>
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Students whose major requires in excess of 40 points, including CHEM BC2001 General Chemistry I, CHEM BC3328 Introductory Organic Chemistry Laboratory, and/or CHEM BC3230 Organic Chemistry I, may count up to two of these courses towards the Chemistry minor with a petition from the Chemistry Department Chair. There is no minor in Biochemistry.

**CHEM BC1003 Chemical Problem Solving. 1 point.**

Prerequisites: Barnard students only. Permission of instructor required. Corequisites: CHEM BC2001

BC1003x Chemical Problem Solving is designed to help students develop strong chemical problem solving skills and succeed in CHEM BC2001x, General Chemistry lecture and lab. BC2001x is a co-requisite for enrollment in BC1003x. The course is only open to incoming first-year and sophomore students. It is not appropriate for students with AP or IB chemistry credit. Permission of instructor required.

**CHEM BC1050 From Forensics to Art Conservation - The Jazz of Chemistry. 3 points.**

The contribution of chemistry to everyday life is immense. The applications of chemistry in medicine, petrochemicals, cosmetics, and food are readily apparent. However, chemistry is a key part of many other fascinating fields, some of which may be less obvious. Examples of areas in which chemistry plays a key role include forensic science; art restoration and forgery detection; and flavors and fragrances applications of chemistry in medicine, petrochemicals, cosmetics, and food are readily apparent. However, chemistry is a key part of many other fascinating fields, some of which may be less obvious. Examples of areas in which chemistry plays a key role include forensic science; art restoration and forgery detection; and flavors and fragrances applications of chemistry in medicine, petrochemicals, cosmetics, and food are readily apparent. However, chemistry is a key part of many other fascinating fields, some of which may be less obvious. Examples of areas in which chemistry plays a key role include forensic science; art restoration and forgery detection; and flavors and fragrances

**CHEM BC2001 General Chemistry I. 5 points.**

All students enrolled in BC2001x must also be enrolled in one section of BC2011 that is on the SAME DAY as BC2012.

Prerequisites: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students). Corequisites: CHEM BC2011 and CHEM BC2012.

BC2001 consists of a lecture and a laboratory. Weekday sections meet MWF 11:00-11:50; Lab lecture and laboratory one afternoon: MTWRF: 1:10-5:00. Counts toward Lab Science requirement.

Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory experience with both qualitative and quantitative techniques.
CHEM 2011 General Chemistry Lab Lecture. 0 points.
Corequisites: CHEM BC2001 and CHEM BC2012
Required pre-lab discussion section for BC2001x General Chemistry. All students enrolled in BC2001x must also be enrolled in one section of BC2011 that is the SAME as BC2012.

Fall 2017: CHEM BC2011
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CHEM BC2012 General Chemistry Lab. 0 points.
Required laboratory section for BC2001x General Chemistry. All students enrolled in BC2001x must also be enrolled in one section of BC2012 and one section of BC2011 on the SAME day.

Fall 2017: CHEM BC2012
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CHEM BC2900 Research Methods Seminar. 1 point.
Instructor’s Permission Required
Prerequisites: Students must be sophomores with a strong interest in pursuing research in the biological or chemical sciences
Skills to facilitate into biology and chemistry research. Students will learn to think and work like scientists and to identify, apply for and gain entry to research lab groups. Focus on writing and oral presentation skills. Additional readings and discussions on laboratory safety, women in science, and scientific ethics.

CHEM BC3230 Organic Chemistry I. 3 points.
Prerequisites: CHEM BC2001 or equivalent. Credit will not be given for any course below the 3000 level after completing CHEM BC3230 or its equivalent. Lecture: MWF: 10:00 - 10:50 AM
Corequisites: With lab, counts towards Lab Science requirement.
Atomic and molecular structure; stereochemistry of organic molecules; introduction to organic reactions, reaction mechanisms, and synthesis.

Spring 2018: CHEM BC3230

CHEM BC3231 Organic Chemistry II. 3 points.
Prerequisites: CHEM BC3230. Lecture: MWF 10:00-10:50.
Extension of concepts from Organic Chemistry I to conjugated systems; chemistry of the carbonyl group; NMR and IR spectroscopy; bioorganic chemistry.

Spring 2018: CHEM BC3231

CHEM BC3232 Chemistry IV. 3 points.
Prerequisites: Organic Chemistry I. Optional parallel laboratory work:
CHEM BC3338. CHEM C1404 is not an acceptable equivalent for CHEM BC3232; students who have taken even a single semester of organic chemistry will not receive subsequent credit for C1404. Lecture: MWF 11:00-11:50.
Selected aspects of general chemistry, primarily for pre-health professions and biological science students who have taken Organic Chemistry. Thermodynamics, equilibrium, kinetics, complex ions and coordination compounds, and radiochemistry, with applications to analytical chemistry and biochemistry.

Spring 2018: CHEM BC3232

CHEM BC3242 Quantitative Analysis. 3 points.
This course is not a suitable substitute for CHEM BC3232 for students completing the pre-health requirements.
Prerequisites: CHEM BC3231, MATH V1101, and permission of instructor.
Corequisites: CHEM BC3338
Survey of topics appropriate for a student majoring in chemistry or biochemistry, including examinations of uncertainty analysis and data processing, use of basic laboratory equipment, complex equilibria (pH, solubility, etc.), advanced solution chemistry and chemical activity, and the theoretical foundations of modern techniques in electrochemistry, chromatography and analytical experimental techniques.

Spring 2018: CHEM BC3242

CHEM BC3252 Thermodynamics and Kinetics. 3 points.
Introduction to the laws of thermodynamics; application primarily to ideal systems. Free energy and equilibrium. Kinetics: rate laws and mechanisms, experimental techniques.

Spring 2018: CHEM BC3252
and chemical reactivity; elucidation of organic reaction mechanisms; chemistry, including molecular orbital treatment of structure, bonding, and techniques to specific applications. A particular focus will be on understanding the roles of the transition metals in biological systems.

Fall 2017: CHEM BC3253

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
CHEM 3253 | 001/07590 | MWF 9:00am - 9:50am | Marisa Buzzeo | 3 | 8
805 Altschul Hall

CHEM BC3254 Methods and Applications in Physical Chemistry. 3 points.
Prerequisites: (CHEM BC3253) CHEM BC3253 or permission of instructor. Lecture: MWF 11:00-11:50. Advanced topics in physical chemistry, including statistical mechanics, reaction dynamics, materials science, catalysis, and nanotechnology. Particular emphasis will be placed on topics related to climate and energy.

Spring 2018: CHEM BC3254

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
CHEM 3254 | 001/02541 | MWF 11:00am - 11:50am | Andrew Crowther | 3 | 7
530 Altschul Hall

CHEM BC3271 Inorganic Chemistry. 3 points.
Prerequisites: CHEM BC3231x or Permission of Instructor. Lecture: TuTh 8:40-9:55. Structure, bonding and spectroscopy in inorganic compounds: applications of group theory to chemistry; ligand field theory; vibrational and electronic spectroscopy of transition metal complexes; selected topics from coordination chemistry, organometallics, bioinorganic chemistry, solid state and materials chemistry, mineralogy, and biogeochemistry.

Spring 2018: CHEM BC3271

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
CHEM 3271 | 001/00435 | TTh 8:40am - 9:55am | Michael Campbell | 3 | 15
805 Altschul Hall

CHEM BC3272 Advanced Inorganic Chemistry. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: CHEM BC3271 Inorganic Chemistry
This course combines builds on the foundation developed in Inorganic Chemistry (CHEM BC3271) and applies inorganic chemical concepts and techniques to specific applications. A particular focus will be on understanding the roles of the transition metals in biological systems.

CHEM BC3280 Advanced Organic Chemistry. 3 points.
Prerequisites: One year of organic chemistry. Lecture: MW 9:9-50 AM. Survey of topics in structural, mechanistic, and synthetic organic chemistry, including molecular orbital treatment of structure, bonding, and chemical reactivity; elucidation of organic reaction mechanisms; pericyclic reactions; stereoelectronic effects; reactive intermediates; asymmetric reactions; and natural product total synthesis.

CHEM BC3282 Biological Chemistry. 3 points.

Fall 2017: CHEM BC3282

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
CHEM 3282 | 001/04565 | MWF 9:00am - 9:50am | Christina Viscarra | 3 | 54
202 Altschul Hall

CHEM BC3283 Current Topics in Biochemistry. 3 points.
Prerequisites: CHEM BC3282 or equivalent. Advanced topics in the field of biochemistry, including enzyme mechanisms, pharmaceutical drug design, and disease therapies. Emphasis will be placed on discussion of current scientific literature.

Spring 2018: CHEM BC3283

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
CHEM 3283 | 001/05294 | MWF 9:00am - 9:50am | Christina Viscarra | 3 | 13
805 Altschul Hall

CHEM BC3328 Introductory Organic Chemistry Laboratory. 2.5 points.

Spring 2018: CHEM BC3328

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
---|---|---|---|---|---
CHEM 3328 | 001/08102 | M 10:10am - 11:25am | Mary Sever | 2.5 | 24
716 Altschul Hall

CHEM 3328 | 002/01558 | T 10:10am - 11:25am | Mary Sever | 2.5 | 24
716 Altschul Hall

CHEM 3328 | 003/09361 | W 10:10am - 11:25am | Mary Sever | 2.5 | 24
716 Altschul Hall
CHEM 3333 Modern Techniques of Organic Chemistry Laboratory. 3 points.
Prerequisites: CHEM BC3328 with a grade of C- or better and CHEM BC3230.
Corequisites: CHEM BC3231. CHEM BC3334 Lecture: M 1:10-2:00; Laboratory one afternoon: M 2:10-6:00; W or F 1:10-5:00.
Advanced experimental organic techniques and introduction to qualitative and quantitative organic analysis. Emphasis on instrumental and chromatographic methods. Selected reactions. Students enrolling in this course must register for CHEM BC3334x.

CHEM 3334 Modern Techniques Lecture. 0 points.
Corequisites: CHEM BC3333
Theoretical aspects of the reactions and experiments done in BC3333, with an emphasis on spectral analysis, including IR and NMR spectroscopy, and mass spectrometry. Students must enroll in one of the 3333 lab sections to be in this class.

CHEM 3338 Quantitative and Instrumental Techniques Laboratory. 3 points.
Prerequisites: (CHEM BC3231 and CHEM BC3333) Co-requisite for students not majoring in chemistry or biochemistry: CHEM BC3232. For students majoring in chemistry or biochemistry, CHEM BC3242.
Corequisites: CHEM BC3232, CHEM BC3242
Quantitative techniques in volumetric analysis, radiochemistry, spectrophotometry, and pH measurement. Data analysis with spreadsheets.

CHEM BC3346 Advanced Spectroscopy Laboratory. 0 points.
Corequisites: CHEM BC3348
This course combines chemical synthesis, inorganic chemistry, physical chemistry, and nanoscience into experiments with an emphasis using spectroscopy to determine chemical structure and reactivity. You will gain experience with a range of instruments, techniques, calculations, and theories. Instrumentation will include UV-Visible, infrared, near-infrared, fluorescence, and Raman spectroscopy.

CHEM BC3348 Advanced Spectroscopy and Analysis Laboratory. 3 points.
Prerequisites: CHEM BC3333 and CHEM BC3253
Corequisites: CHEM BC3271
This course combines chemical synthesis, inorganic chemistry, physical chemistry, and nanoscience into experiments with an emphasis using spectroscopy to determine chemical structure and reactivity. You will gain experience with a range of instruments, techniques, calculations, and theories. Instrumentation will include UV-Visible, infrared, near-infrared, fluorescence, and Raman spectroscopy.

CHEM BC3355 Biochemistry Laboratory Techniques. 5 points.
Prerequisites: Organic II lab (CHEM BC3333, BC3335, or equivalent); Quantitative analysis lab (BC3333, BC3340, or equivalent); Biochemistry (CHEM BC3282y, CHEM C3501, or equivalent). Lecture: T 1:10-12:50; Laboratory two afternoons: T 2:10-6:00 / TH 1:10-5:00.
Theory and application of fundamental techniques for the isolation, synthesis and characterization of biological macromolecules including proteins, lipids, nucleotides and carbohydrates. Techniques include spectroscopic analysis, gel electrophoresis, chromatography, enzyme kinetics, immunoblotting, PCR, molecular cloning and cell culture, as well as modern laboratory instrumentation, such as UV-Vis, GC-MS and HPLC.
CHEM BC3358 Advanced Chemical Synthesis Laboratory. 5 points.
Prerequisites: CHEM BC3333, CHEM BC3271, and CHEM BC3338
Corequisites: CHEM BC3253
Multistep and multi-day experiments in organic and inorganic synthesis via advanced synthetic methods. Experiments include solution phase, solid state, and photochemical syntheses. Products will be analyzed and characterized by a variety of methods, including: IR, NMR, and UV-Vis spectroscopy, and also by polarimetry, chiral GC, and GC/MS.

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<th>Section/Call Number</th>
<th>Times/Location</th>
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CHEM BC3365 Integrated Chemistry Laboratory. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: CHEM BC3252 and CHEM BC3338 or equivalent.
Corequisites: Lecture: W 1:10-2:00; Laboratory: M 1:10-5:30 and W 2:10-6:30.
Experiments in kinetics, thermodynamics, and electrochemistry using instrumental methods; preparation and characterization of inorganic compounds; solids; some computer applications.

CHEM BC3368 Integrated Chemistry Laboratory II. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: CHEM BC3253 and CHEM BC3338 or equivalent. Lecture: Tu 12:00-12:50; Laboratory: MW 1:10-5:00.
Experiments in spectroscopy and structure: UV-Vis, fluorescence, Raman, infrared spectra of organic and inorganic molecules and reactions.

CHEM BC3597 Problems in Chemistry. 2 points.
Prerequisites: CHEM BC3328 and permission of instructor. 4 hours of laboratory work by arrangement.
Individual research projects at institutions other than Barnard and Columbia, culminating in a comprehensive written report.

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CHEM BC359 External Problems in Chemistry. 4 points.
Prerequisites: CHEM BC3328 and permission of instructor (a Barnard professor who will act as liaison) is required. Mandatory pass/fail grading. 8 hours of laboratory work by arrangement.
Individual research projects at institutions other than Barnard and Columbia, culminating in a comprehensive written report and oral presentation.

CHEM BC3599 Problems in Chemistry. 4 points.
Prerequisites: CHEM BC3328 and permission of instructor. 8 hours of laboratory work by arrangement.
Individual research projects at Barnard or Columbia, culminating in a comprehensive written report.

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CHEM BC3901 Senior Honors Thesis. 4 points.
Enrollment restricted by invitation of the department.
Weekly seminar to accompany Senior Honors Thesis Lab (CHEM BC3903). Focus is on scientific presentation and writing skills and research conduct.

Fall 2017: CHEM BC3901

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CHEM BC3902 Senior Honors Thesis. 4 points.

Enrollment restricted by invitation of the department.

Weekly seminar to accompany Senior Honors Thesis Lab (CHEM BC3903). Focus is on scientific presentation and writing skills and research conduct.

Spring 2018: CHEM BC3902

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CHEM BC3903 Senior Honor Thesis Lab. 0 points.

Corequisites: CHEM BC3901

Guided research in Chemistry or Biochemistry, under the sponsorship of a faculty member, leading to the senior thesis. A minimum of 8 hours of research per week, to be arranged.

Fall 2017: CHEM BC3903

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CHEM BC3904 Senior Honors Thesis Lab. 0 points.

Corequisites: CHEM BC3902

Guided research in Chemistry or Biochemistry, under the sponsorship of a faculty member, leading to the senior thesis. A minimum of 8 hours of research per week, to be arranged.

Spring 2018: CHEM BC3904

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Cross-Listed Courses

Chemistry

CHEM GU4071 INORGANIC CHEMISTRY. 4.5 points.
CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2017-18 academic year.

Fall 2017: CHEM GU4071

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CHEM GU4147 Advanced Organic Chemistry. 4.5 points.
Prerequisites: elementary organic and physical chemistry.
The mechanisms of organic reactions, structure of organic molecules, and theories of reactivity. How reactive intermediates are recognized and mechanisms are deduced using kinetics, stereochemistry, isotopes, and physical measurements.

Fall 2017: CHEM GU4147

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BIOC G4170 Biophysical Chemistry. 4.5 points.
Not offered during 2017-18 academic year.

Prerequisites: elementary physical and organic chemistry.
Recommended preparation: elementary biochemistry.
Tactics and techniques for the study of large molecules of biological importance; analysis of the conformation of proteins and nucleic acids, hydrodynamic, scattering, and spectroscopic techniques for examining macromolecular structure.

CHEM G4172 Biorganic Topics. 4.5 points.
Not offered during 2017-18 academic year.

Prerequisites: elementary organic chemistry.
Recommended preparation: advanced organic chemistry. Various topics in bioactive molecules in the field centered on natural-products chemistry, metabolic transformations, and enzyme mechanisms. Biosynthesis of natural products and some other bioorganic topics.

CHEM GU4221 Quantum Chemistry. 4.5 points.
Prerequisites: elementary physical chemistry.
Basic quantum mechanics: the Schrodinger equation and its interpretation, exact solutions in simple cases, methods or approximation, angular Mementum and electronic spin, and an introduction to atomic and molecular structure.

Fall 2017: CHEM GU4221

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Classics and Ancient Studies

216 Milbank Hall
212-854-2852
212-854-7491 (fax)
Student Learning Objectives in Classics

Students successfully completing a major in Classics should be able to attain the following objectives:

- Translate a range of Greek or Latin texts at a moderately advanced level and demonstrate an understanding of the grammar and syntax of ancient languages.
- Read, analyze, and write about ancient texts persuasively and locate texts in their historical and cultural contexts.
- Achieve familiarity with the methodologies and critical approaches and research tools deployed in classical scholarship that will be demonstrated in the successful completion of a senior research project.
- Demonstrate familiarity with the work of a variety of ancient writers, literary styles, genres, and periods and their later influences.

The Major in Ancient Studies

All students in the department are encouraged to take courses in history and classical civilization that require no knowledge of the languages. Students in the department combine study of at least one ancient language with a range of courses in various departments focusing on language, literature, mythology, history, religion, philosophy, political theory, law, film, comparative literature, medieval studies, gender studies, art history and material culture. Each student develops a concentration in one geographical area or period, but is encouraged to focus on a set of related issues and questions. Ancient Studies students will encounter many disciplinary approaches and investigate Greek and Roman and related ancient cultures in Egypt and the Near East and their influences on later Western (and to the degree possible, non-Western) culture. From this perspective the major can complement work in other liberal arts majors. Study abroad for one semester in either Greece, Rome, Egypt, or the Near East is common and encouraged.

Student Learning Objectives in Ancient Studies

Students successfully completing a major in Classics should be able to attain the following objectives:

- Read, analyze, and write about ancient texts persuasively and locate texts in their historical and cultural contexts.
- Achieve familiarity with the methodologies and critical approaches and research tools deployed in classical scholarship that will be demonstrated in the successful completion of a senior research project.
- Achieve familiarity with the work of a variety of ancient writers on a range of interdisciplinary topics.
- Engage in detail with the methods needed to analyze the range of fragmentary evidence, both written and material, required in an interdisciplinary study of the ancient Mediterranean world.
- Demonstrate familiarity with one geographical area or period in the Greek, Latin or related ancient Mediterranean worlds.
- Assess differences among and relations between ancient cultures and analyze the use and abuse of evidence about the ancient world by later cultures.

The Greek or Latin Play

The Classics Department is the beneficiary of the Matthew Alan Kramer Fund, whose principal purpose is to support the production of plays in Ancient Greek or Latin. Students of the department have produced Antigone, Medea, Alcestis, Persians, Eumenides, Cyclops,
Electra, Clouds, Trojan Women, Rudens, Helen, Trachiniae, Bacchae, Hippolytus, Heracles, Birds, and Persa, which have provided an exciting and different learning experience for the participants.  

**Classics in New York**  
Every effort is made to introduce students to considerable resources for the study and influence of the Classics in New York City, including plays, films, and museum and gallery visits.  

**Careers Undertaken by Classics and Ancient Studies Majors**  
Our majors graduate well prepared for graduate careers in Classics and related academic fields such as history, philosophy, archaeology, art history or comparative literature. They also enter successful careers in secondary school teaching, museum work and arts administration, as well as law, medicine and biological sciences, business, politics, public service in both the government and non-profit sectors, journalism and creative writing, publishing, library science, and the arts (especially theater, film and dance).  

**Study Abroad**  
The following three programs are pre-approved, but students may discuss other options with their advisers.  

**ICCS in Rome**  
Barnard College participates in the program of the Intercollegiate Center for Classical Studies in Rome (http://globaled.duke.edu/Programs/Semester/ICCS_Rome). Majors in Classics or Ancient Studies are eligible to apply for admission to the program of the Rome Center for one semester, preferably in the junior year. Courses taken at the Rome Center may be used in the major and, in some cases, may be used to satisfy distribution requirements. The program provides undergraduate students with an opportunity to study ancient history and archaeology in Rome, Greek and Latin literature, and ancient and renaissance art. Students planning to apply to the ICCS should plan to take Roman history before applying and preference is given to those with two or more years of Latin and Greek. Applications for the spring term are due in mid-October and for the fall term in mid-March. Because of Sicily's ancient connections to Greece, the program focuses more on the Hellenic culture of Magna Graecia and Sicily's place as a cultural crossroads in the ancient Mediterranean.  

**ICCS in Sicily**  
The focus of ICCS Sicily (http://studyabroad.duke.edu), as in the original program in Rome, will be on classical languages as well as local manifestations of history and civilization in the ancient Mediterranean world. Based at the University of Catania, in a city with a rich ancient, medieval and Baroque history, this program offers extensive local academic resources and close proximity to both the mainland and other towns on the island.  

**CYA: College Year In Athens**  
The College Year in Athens (http://www.cyathens.org) (CYA) program offers either one semester or a full year of courses in ancient and modern Greek languages, history, art, and archaeology, as well as advanced Latin and courses in post-classical and modern Greek culture, politics, and history. Almost 200 colleges participate in the CYA. Applications for the spring term must be received by mid-October and by mid-May for the fall term.  

**Summer Study**  
Students interested in summer programs in archaeology should consult the website of the American Institute for Archaeology (http://www.archaeological.org) (AIA) under fieldwork.  

The CUNY Greek and Latin Workshops in midtown Manhattan offer special intensive summer language programs in Greek and Latin. Other institutions including Columbia offer summer language courses. The American Numismatics Society in Manhattan offers courses in the study of ancient coins.  

Barnard College is a Supporting Institution of the American School of Classical Studies at Athens and the American Academy in Rome, and certain privileges of those schools are open without fee to graduates of the College.  

**Chair:** Kristina Milnor (Professor)  
**Professors:** Helene Foley, Nancy Worman  
**Assistant Professors:** Joshua Fincher (Term), Ellen Morris  

Other officers of the University offering courses in Classics:  

**Professors:** Kathy H. Eden, Carmela Franklin, Deborah T. Steiner, Katharina Volk, Gareth D. Williams, James E. G. Zetzel  
**Associate Professor:** Karen Van Dyck (Modern Greek)  
**Assistant Professors:** Vangelis Calotychos (Modern Greek), Marcus Folch, Joseph Howley, Elizabeth Irwin  
**Lecturer:** Elizabeth Scharffenberger  

**Requirements for the Majors in Classics and Ancient Studies**  

**Fulfilling the Foreign Language requirement**  
Students may fulfill the foreign language requirement in Greek by completing GREK UN1202, or in Latin by completing LATN UN1202, or by completing one course in Greek or Latin at the 3000 level or above. In rare instances, the language requirement may be fulfilled by passing an exemption examination with a sufficiently high grade. This examination tests the student's knowledge of grammar and her ability to translate written Greek or Latin.  

**Major in Classics**  
The major in Greek is fulfilled by taking the following courses as well as five other courses above the elementary level in Ancient Greek.  

**Latin**  
The major in Latin is fulfilled by taking one term of the following courses, as well as five other courses in Latin.  

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### Table: Requirements for the Majors in Classics and Ancient Studies  

**Language:** Greek or Latin  

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**Language:** Latin  

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Students planning to go on to graduate study in classics are strongly urged to take both semesters of GREK GU4105 History of Greek Literature I, GREK GU4106 History of Greek Literature II or LATN GU4105 Latin Literature of the Republic, LATN GU4106 Latin Literature of the Empire. Majors in Latin, especially those who have
begun their study in high school, are strongly advised to take at least two semesters of Greek.

In addition, one semester of ancient history appropriate to the major and two relevant courses in ancient art, classical civilization or literature, ancient philosophy, or religion are required for either the Greek or the Latin major. Students who do not opt to take a term of either GREK GU4105 History of Greek Literature I-GREK GU4106 History of Greek Literature II or LATN GU4105 Latin Literature of the Republic-LATN GU4106 Latin Literature of the Empire are required to take CLLT GU4300 The Classical Tradition, as one of their three required courses in translation.

A student may elect to major in both Greek and Latin (Classics) by completing the major requirements in one language and five courses above the elementary level in the other.

Major in Ancient Studies

Each student, after consultation with the Barnard Chair, chooses an advisor whose field is closely related to her own and with whom she will plan her senior essay.

A total of 36 points are required in the major, including at least four courses in one geographical area or period; courses in at least three departments to ensure proper interdisciplinary training and expertise; the elementary sequence of a relevant ancient language; the appropriate history course; ANCS V3995 The Major Seminar, and at least the first semester of Ancient Studies ANCS UN3998 Directed Research In Ancient Studies, ANCS V3999 Directed Research in Ancient Studies (senior essay). Ancient language courses may be used toward the major requirement; however, where a second ancient language is offered, one second-year sequence must be offered for a student to gain credit for the first year. As noted above, an annual list of the courses meeting the requirements for Ancient Studies in any particular year appears separately on the website.

Requirements for the Minors in Classics, Modern Greek, and Ancient Studies

Minor in Greek

The minor in Greek requires five courses in Greek at the 1200 level or above.

Minor in Latin

The minor in Latin requires five courses in Latin at the 1200 level or above.

Minor in Modern Greek

The Minor in Modern Greek requires five courses in Modern Greek at the 1200 level or above. Modern Greek courses are taught entirely at Columbia.

Minor in Ancient Studies

The minor in Ancient Studies requires five courses that focus on the ancient Mediterranean world. At least one course in ancient Mediterranean history is required. Interested students should consult the department and the Classics and Ancient Studies website on selecting a complimentary and coherent set of courses for this minor.

 Ancient Studies

ANCS UN3997 Directed Readings In Ancient Studies. 3 points.

Prerequisites: the director of undergraduate studies’ permission. Program of readings in some aspect of ancient studies, supervised by an appropriate faculty member chosen from the departments offering courses in the program in Ancient Studies. Evaluation by a series of essays, one long paper, or oral or written examination(s).

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ANCS UN3998 Directed Research In Ancient Studies. 3 points.

Required for all Ancient Studies majors.

Program of research in ancient studies under the direction of an advisor associated with the program, resulting in a research paper. Outline and bibliography must be approved by the director of undergraduate studies before credit will be awarded for ANCS V3995.

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<th>Course Number</th>
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<td></td>
<td>Elizabeth</td>
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<td>ANCS 3998</td>
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<td>Seth Schwartz</td>
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<td>ANCS 3998</td>
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<td>Deborah Steiner</td>
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<td>ANCS 3998</td>
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</table>
Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid).

**Fall 2017: CLLT UN3132**

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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<tr>
<td>CLLT 3132</td>
<td>001/06333</td>
<td>T Th 2:40pm - 3:55pm 323 Millbank Hall</td>
<td>Helene Foley</td>
<td>3</td>
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</table>

**CLLT GU4300 The Classical Tradition. 3 points.**

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Overview of Greek and Roman literature. Close analysis of selected texts from the major genres accompanied by lectures on literary history. Topics include the context out of which the genres arose, the suitability of various modern critical approaches to the ancient texts, the problem of translation, and the transmission of the classical authors and their influence on modern literature.

**Fall 2017: CLLT GU4300**

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<th>Course Number</th>
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<th>Times/Location</th>
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<tr>
<td>CLLT 4300</td>
<td>001/05641</td>
<td>M W 2:40pm - 3:55pm 424 Kent Hall</td>
<td>Darcy Krasne</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Greek**

**GREK UN1101 Elementary Greek I. 4 points.**

For students who have never studied Greek. An intensive study of grammar with reading and writing of simple Attic prose.

**Fall 2017: GREK UN1101**

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<tr>
<th>Course Number</th>
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<th>Times/Location</th>
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<th>Enrollment</th>
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<tbody>
<tr>
<td>GREK 1101</td>
<td>001/50939</td>
<td>M W F 1:10pm - 2:25pm 613 Hamilton Hall</td>
<td>Paraskevi Martzavou</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>GREK 1101</td>
<td>002/55967</td>
<td>T Th 6:10pm - 8:00pm 613 Hamilton Hall</td>
<td>Elizabeth Heintges</td>
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**Spring 2018: GREK UN1101**

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<th>Times/Location</th>
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<td>M W F 1:10pm - 2:25pm 609 Hamilton Hall</td>
<td>Gareth Williams</td>
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</table>

**GREK UN1102 Elementary Greek II. 4 points.**

Prerequisites: GREK V1101 or the equivalent, or the instructor or the director of undergraduate studies’ permission.

Continuation of grammar study begun in GREK V1101; selections from Attic prose.

**Fall 2017: GREK UN1102**

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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>GREK 1102</td>
<td>001/65070</td>
<td>T Th 11:40am - 12:55pm 408 Hamilton Hall</td>
<td>Maria Dimitropoulos</td>
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**Spring 2018: GREK UN1102**

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<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
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<tr>
<td>GREK 1102</td>
<td>001/16831</td>
<td>M W F 1:10pm - 2:25pm 408 Hamilton Hall</td>
<td>Paraskevi Martzavou</td>
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<tr>
<td>GREK 1102</td>
<td>002/12285</td>
<td>T Th 6:10pm - 8:00pm 707 Hamilton Hall</td>
<td>Elizabeth Heintges</td>
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**Classics**

**CLCV UN3059 WORLDS OF ALEXANDER THE GREAT. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course looks at the narrative and the historical context for an extraordinary event: the conquest of the Persian empire by Alexander III of Macedonia, conventionally known as “Alexander the Great”. We will explore the different worlds Alexander grew out of, confronted, and affected: the old Greek world, the Persian empire, the ancient near-east (Egypt, Levant, Babylonia, Iran), and the worlds beyond, namely pre-Islamic (and pre-Silk Road) Central Asia, the Afghan borderlands, and the Indus valley. The first part of the course will establish context, before laying out a narrative framework; the second part of the course will explore a series of themes, especially the tension between military conquest, political negotiation, and social interactions. Overall, the course will serve as an exercise in historical methodology (with particular attention to ancient sources and to interpretation), an introduction to the geography and the history of the ancient world (classical and near-eastern), and the exploration of a complex testcase located at the contact point between several worlds, and at a watershed of world history. There will be two weekly lectures and one weekly discussion section.

**CLLT UN3125 Book Histories and the Classics. 3 points.**

Prerequisites: HUMA CC1001 or HUMA GS1001COCI CC1101, HUMA CC1001 or HUMA GS1001 or COCI CC1101

This seminar will introduce students of classical literature to the history of the Western book, and to the relationship between book history and the transmission and reception history of the literature of ancient Greece and Rome. Students will also learn how to make use of rare books materials including manuscripts and early printed books......

**CLLT UN3132 Classical Myth. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).
GREK UN1121 Intensive Elementary Greek. 4 points.  
Covers all of Greek grammar and syntax in one term. Prepares the student to enter second-year Greek (GREK V1201 or V1202).

Fall 2017: GREK UN1121  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 1121 | 001/23147 | T Th F 11:40am - 12:55pm 613 Hamilton Hall | Stephanie Melvin | 4 | 11/18  
Spring 2018: GREK UN1121  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 1121 | 001/21309 | T Th F 1:10pm - 2:25pm 406 Hamilton Hall | Carina de Klerk | 4 | 4/18

GREK UN2101 Intermediate Greek I Attic Prose. 4 points.  
Prerequisites: GREK V1101-1102 or the equivalent. Selections from Attic prose.

Fall 2017: GREK UN2101  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 2101 | 001/73500 | M W F 11:40am - 12:55pm 616 Hamilton Hall | Jesse James | 4 | 6/18  
Spring 2018: GREK UN2101  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 2101 | 001/26170 | M W F 11:40am - 12:55pm 507 Hamilton Hall | Darcy Krasne | 4 | 8/18

GREK UN3309 Imperial Prose. 3 points.  
Since the content of this course changes from year to year, it may be repeated for credit.

Fall 2017: GREK UN3309  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 3309 | 001/07460 | T Th F 1:10pm - 2:25pm 327 Milbank Hall | Helene Foley | 3 | 8

GREK UN2102 Intermediate Greek II: Homer. 4 points.  
Prerequisites: GREK V1101-V1102 or GREK V1121 or the equivalent. Detailed grammatical and literary study of several books of the Iliad and introduction to the techniques or oral poetry, to the Homeric hexameter, and to the historical background of Homer.

Fall 2017: GREK UN2102  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 2102 | 001/93847 | T Th F 11:40am - 12:55pm 617b Hamilton Hall | Deborah Steiner | 4 | 13/18  
Spring 2018: GREK UN2102  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 2102 | 001/22519 | T Th F 10:10am - 11:25am 607 Hamilton Hall | Caitlin Gillespie | 4 | 10

GREK UN3310 Selections from Greek Literature II: Homer & Hesiod. 3 points.  
Prerequisites: GREK V1201-V1202 or the equivalent. Since the content of this course changes from year to year, it may be repeated for credit.

Spring 2018: GREK UN3310  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 3310 | 001/10558 | T Th 1:10pm - 2:25pm 303 Hamilton Hall | Marcus Folch | 3 | 9/25

GREK UN3996 The Major Seminar. 3 points.  
Prerequisites: junior standing. Required for all majors in classics and classical studies. The topic changes from year to year, but is always broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Past topics include: love, dining, slavery, space, power.

Fall 2017: GREK UN3996  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 3996 | 001/68378 | Th 4:10pm - 6:00pm 617b Hamilton Hall | Marcus Folch | 3 | 3/20

GREK UN3997 Directed Readings. 3 points.  
Prerequisites: the director of undergraduate studies’ permission. A program of reading in Greek literature, to be tested by a series of short papers, one long paper, or an oral or written examination.

Fall 2017: GREK UN3997  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 3997 | 001/72869 | | Elizabeth Scharffenberger | 3 | 0  
GREK 3997 | 002/25998 | | Seth Schwartz | 3 | 0  
GREK 3997 | 003/28166 | | Deborah Steiner | 3 | 0  
GREK 3997 | 004/73216 | | Marcus Folch | 3 | 0  
GREK 3997 | 005/74983 | | Paraskiev Mattzavou | 3 | 1  
GREK 3997 | 006/04456 | | Helene Foley | 3 | 0  
GREK 3997 | 007/04700 | | Nancy Woman | 3 | 1  
GREK 3997 | 008/07842 | | Ellen Morris | 3 | 0

GREK UN3998 Supervised Research. 3 points.  
Prerequisites: the director of undergraduate studies’ permission. A program of research in Greek literature. Research paper required.

Fall 2017: GREK UN3998  
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment  
--- | --- | --- | --- | --- | ---  
GREK 3998 | 001/23131 | | Elizabeth Scharffenberger | 3 | 0  
GREK 3998 | 002/71341 | | Seth Schwartz | 3 | 0  
GREK 3998 | 003/72302 | | Paraskiev Mattzavou | 3 | 0  
GREK 3998 | 004/10251 | | Deborah Steiner | 3 | 0  
GREK 3998 | 005/12762 | | Marcus Folch | 3 | 0  
GREK 3998 | 006/01118 | | Helene Foley | 3 | 0  
GREK 3998 | 007/09666 | | Nancy Woman | 3 | 0
These texts and the interpretations posed about them in contemporary scholarship, and 4) to read in the original language selected passages of one of the texts in small tutorial groups, which will meet every week for an additional hour with members of the faculty.

### Latin

**LATN UN1101 Elementary Latin I. 4 points.**

For students who have never studied Latin. An intensive study of grammar with reading of simple prose and poetry.

**LATN UN1102 Elementary Latin II. 4 points.**

Prerequisites: LATN UN1101. A continuation of LATN UN1101, including a review of grammar and syntax for students whose study of Latin has been interrupted.

**LATN UN1121 Intensive Elementary Latin. 4 points.**

Designed to cover all of Latin grammar and syntax in one semester in order to prepare the student to enter LATN un2101 or un2102.

**LATN UN3012 Augustan Poetry. 3 points.**

Prerequisites: LATN UN2102 or the equivalent. Selections from Vergil and Horace. Combines literary analysis with work in grammar and metrics.

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**GREK GU4009 Sophocles & Aristophanes. 3 points.**

Prerequisites: GREK V1201 and V1202, or their equivalent. Since the content of the course changes from year to year, it may be taken in consecutive years.

**GREK GU4010 Selections from Greek Literature: Thucydides. 3 points.**

Prerequisites: GREK V1201-V1202 or the equivalent. Since the content of this course changes each year, it may be repeated for credit.

**GREK GU4105 History of Greek Literature I. 4 points.**

Prerequisites: at least two terms of Greek at the 3000-level or higher. Readings in Greek literature from Homer to the 4th century B.C.

**GREK GU4106 History of Greek Literature II. 4 points.**

Prerequisites: at least two terms of Greek at the 3000-level or higher. Greek literature of the 4th century B.C. and of the Hellenistic and Imperial Ages.

**GREK UN3980 The Post-Baccalaureate Seminar. 3 points.**

Open only to students enrolled in the post-baccalaureate certificate program in Classics.

This seminar aims to provide students in the post-baccalaureate certificate program with opportunities 1) to (re-)familiarize themselves with a selection of major texts from classical antiquity, which will be read in English, 2) to become acquainted with scholarship on these texts and with scholarly writing in general, 3) to write analytically about these texts and the interpretations posed about them in contemporary scholarship, and 4) to read in the original language selected passages of one of the texts in small tutorial groups, which will meet every week for an additional hour with members of the faculty.
mental disorder, and artistic creation. The poem will be analyzed intensely personal reflection on themes such as political oppression, Caesar and Pompey is for Lucan the pretext for an original and neurotic personality. The narration of the 49 BCE civil war between Shelley, and Baudelaire among others. The course will examine major which was admired and imitated all through the history of Western permission.

Prerequisites: LATN UN2102 or the equivalent.

Selections from Ovid’s Metamorphoses and from Sallust, Livy, Seneca, or Pliny.

LATN UN3033 Medieval Language and Literature. 3 points.

This survey focuses on translation, grammatical analysis, and discussion of the literary and cultural contexts of medieval Latin prose and poetry. It includes widely read texts by major authors (e.g. Augustin, Boethius, Abelard and Heloise, Bernard of Clairvaux, Petrarch) as well as lesser-known anonymous pieces (e.g. love lyric from the Cambridge Songs and the Carmina Burana, poetic satire from a rotulus, and a novel, the Historia Apollonii).

LATN UN3035 Poetry as Neurosis: Lucan’s Bellum Civile. 3 points.

This course is an intensive study of Lucan’s revolutionary and enigmatic Bellum Civile, the epic masterpiece of the Neronian age, which was admired and imitated all through the history of Western culture by authors such as Dante, Montaigne, Milton, Voltaire, Goethe, Shelley, and Baudelaire among others. The course will examine major controversies concerning the form and meaning of the poem, with special emphasis on the poetic tension created by the narrator’s neurotic personality. The narration of the 49 BCE civil war between Caesar and Pompey is for Lucan the pretext for an original and intensely personal reflection on themes such as political oppression, the role of the individual in society, nihilism, self-destructiveness, mental disorder, and artistic creation. The poem will be analyzed from various critical perspectives that include rhetoric, intertextuality, deconstruction, reception theory, and psychoanalysis; no previous knowledge of any of these methodologies is required. Although an acceptable knowledge of Latin (intermediate or above) is assumed, the primary focus of this course is literary and sociological interpretation rather than linguistic competence. In addition to the Latin reading assignments, the poem will also be read entirely in English translation, allowing students to comprehend the whole while they engage with particular sections in the original language. The assignment for each class will include: (1) approximately five hundred lines to be read in English translation; (2) translation of short Latin passages, whose size may be adapted to the level of the class/student; (3) secondary readings.

LATN UN3309 LATIN LITERATURE SELECTIONS. 3 points.

Since the content of this course changes from year to year, it may be repeated for credit.

LATN UN3310 Selections from Latin Literature: Roman Britain. 3 points.

Since the content of this course changes from year to year, it may be repeated for credit.

LATN UN3980 Post-Baccalaureate Seminar. 3 points.

Open only to students enrolled in the post-baccalaureate certificate program in Classics. This seminar aims to provide students in the post-baccalaureate certificate program with opportunities 1) to (re-)familiarize themselves with a selection of major texts from classical antiquity, which will be read in English, 2) to become acquainted with scholarship on these texts and with scholarly writing in general, 3) to write analytically about these texts and the interpretations posed about them in contemporary scholarship, and 4) to read in the original language selected passages of one of the texts in small tutorial groups, which will meet every week for an additional hour with members of the faculty.

LATN UN3996 The Major Seminar. 3 points.

Prerequisites: junior standing. Required for all majors in Classics and Classical Studies. The topic changes from year to year but is always broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Past topics include: love, dining, slavery, space, power.
LATN UN3997 Directed Readings in Latin Literature. 3 points.
Prerequisites: the director of undergraduate studies’ permission.
A program of reading in Latin literature, to be tested by a series of short papers, one long paper, or an oral or written examination.

LATN UN3998 Supervised Research in Latin Literature. 3 points.
Prerequisites: the director of undergraduate studies’ permission.
A program of research in Latin literature. Research paper required.

LATN GU4009 Tacitus: Writing Autocracy. 3 points.
Prerequisites: LATN V3012 or the equivalent.
Since the content of this course changes from year to year, it may be repeated for credit.

LATN GU4010 Selections from Latin Literature: ROMAN ELEGY. 3 points.
Prerequisites: LATN UN3012 LATN UN3012 or the equivalent.
Since the content of this course changes from year to year, it may be repeated for credit.
University, undergraduate students in Comparative Literature can acquire proficiency in a great variety of foreign languages, including some which are presently not taught at Barnard College.

The program enables the student to pursue the study of at least two literatures in two different languages and to explore the possibilities and methods of literary study comparatively across national boundaries. In consultation with her adviser, the student will shape a program that will give her a foundation in her two central literatures (at least one of them in a non-English language) and in one major period, genre, theme, or theoretical issue.

The program is supervised by the Committee on Comparative Literature.

Program Director: Erk Grimm (German)

Professors: Peter T. Connor (French), Helene Foley (Classics), Ross Hamilton (English), Maire Jaanus (English), Alfred MacAdam (Spanish), Max Moerman (Asian and Middle Eastern Studies), Neferti Tadiar (Women’s Studies), Nancy Worman (Classics)

Associate Professors: Erk Grimm (German), Maja Horn (Spanish), Nelson Moe (Italian)

Assistant Professors: Rachel Eisendrath (English), Hana Worthen (Theatre), Orlando Betancor (Spanish)

Senior Lecturers: Anne Boyman (French), Laurie Postlewate (French), Margaret Vandenburg (English)

Lecturers: Linn Mehta (English), Brian O’Keeffe (French)

Requirements for the Major in Comparative Literature

For students who declared in Spring 2017 (and after)

To enter the program, a student must normally have completed the required sequence necessary for entry into the advance literature courses of her major program. This varies from language to language; students should consult the director. Each student, after consultation with the director, chooses an adviser from one of her two fields of concentration in a language. This adviser guides her in developing a sequence of courses appropriate for her major program. This varies from language to language; students should consult the director. Each student, after consultation with the director, chooses an adviser from one of her two fields of concentration in a language. This adviser guides her in developing a sequence of courses appropriate for her major program.

All students are required to take the following Twelve (12) courses (https://complit.barnard.edu/sites/default/files/cpls_major.pdf):

- CPLT BC3001 Introduction to Comparative Literature
- One (1) course in CPLS BC3143 Topics in Comparative Literature: Literature & Violence
- Six (6) Courses = Three (3) courses in each of TWO distinct literary traditions studied in the original language
- Three (3) elective courses in literature, of which:
  - One (1) pre-modern
  - One (1) literary theory
  - One (1) open choice
- CPLS BC3997 Senior Seminar

Students who wish to major in Comparative Literature, but who for valid reasons wish to pursue a program at variance with the above model, should consult the director.

Important note about studying abroad

If you plan on spending part or all of junior year abroad, plan to take the CPLT BC3001 Introduction to Comparative Literature during the second semester of your sophomore year. This means contacting the director of Comparative Literature program during the first semester of your sophomore year. Indicate that you plan to be abroad one or both semesters during junior year and discuss when to take core courses such as CLLT GU4300 The Classical Tradition or CPLS UN3950.

If you plan to be away for the entire junior year, consider taking CPLS UN3950 in the spring of your senior year or discuss with the program director which other courses can count toward the major when studying abroad. You should also plan to identify advisors before your departure so that you can contact them via e-mail and meet with them at the beginning of your senior year.

If you have further questions regarding the thesis process and its parts, please contact the Program Director (nworman@barnard.edu).

For students who have declared prior to Spring 2017

To enter the program a student must normally have completed the required sequence necessary for entry into the advance literature courses of her major program. This varies from language to language; students should consult with the chair of the relevant department and with the program director. Each student, after consultation with the director, chooses an adviser from one of her two fields of concentration in a language. This adviser guides her in developing a sequence of courses appropriate for her goals in the major. All students are required to take CPLT BC3001 Introduction to Comparative Literature and fourteen (14) courses normally to be chosen from the following categories:

One course in appropriate classical texts chosen from The Classical Tradition (CLLT GU4300), RELI V3501 Introduction To the Hebrew Bible, and RELI V3120 Introduction to the New Testament, for those specializing in languages and literature in the Western tradition; Asian Humanities (AHUM UN3399 Colloquium on Major Texts: Middle East and South Asia) or AHUM UN1400 Colloquium on Major Texts: East Asia), for those specializing in languages and literatures in Eastern traditions; or other courses with approval of the program director.

One course in literary theory. Students will normally be expected to satisfy this requirement by taking CPLS UN3950. If study abroad plans make this impossible, other courses may be substituted such as ENGL BC3194 Critical and Theoretical Perspectives on Literature: Marxist Literary Theory or FREN BC3063 Structuralism and Post-Structuralism.

Three courses from each of two literary traditions studied in the original languages. Foreign literature courses must be beyond the introductory level.

Five (5) elective courses in Comparative Literature or Literary Theory (studied in the original or in translation) related to the student’s individual program. These courses must be comparative or theoretical in nature; consultation with the director advised.

One course, CPLS BC3997 Senior Seminar. The Senior Thesis must deal with material from at least the two central literatures in the student’s major. In addition, this thesis must treat, entirely or in part, the one period, genre, theme, or theoretical issue that has shaped the student’s program. The choice of topic for this senior essay and
the appointment of a second adviser are determined in consultation with the area adviser and the director of the program. A detailed memorandum on planning the major is available from the advisor and on the Comparative Literature website.

Students who wish to major in Comparative Literature, but who for valid reasons wish to pursue a program at variance with the above model, should consult the director.

Requirements for the Minor in Translation Studies

The Minor in Translation Studies allows students to explore the history and theory of translation practices, to consider the importance of translation in today’s world, and to complete a substantial translation or translation-related project.

The Minor in Translation Studies will not qualify students to work professionally as translators or interpreters upon graduation. The courses on a transcript that count toward the Minor will demonstrate that the student has acquired basic familiarity with the history and principle theories of translation and interpreting, together with sufficient linguistic preparedness to conduct basic practical work in translation or interpreting. It will serve as a useful qualification for those wishing to enter one of the growing number of post-graduate programs that provide further training in translation and interpreting, both areas of significant employment growth. It will serve equally those wishing to pursue research in the area of translation and interpreting, a burgeoning area of academic specialization. For students generally, whatever their career goals, the Minor can be profitably combined with their major (Anthropology, French, Political Science, German, History, etc.), enhancing the value of their degree and making them more competitive in today’s global job market.

The Minor in Translation Studies is supervised by the Director of the Center for Translation Studies along with the Chair of the Program in Comparative Literature. Students wishing to minor in Translation Studies should meet with Professor Peter Connor to discuss the choice of their elective courses.

Six (6) courses are required for the minor:

1. CPLT BC3110 Introduction to Translation Studies

2. Two or three elective courses dealing with the history and/or theory of translation, or with language from an anthropological, philosophical, psychological, social or cultural perspective. Example courses:
   - AFRS BC3563 Translating Hispaniola
   - ANTH UN1009 Introduction to Language and Culture
   - CPLS BC3170 Translating Madness: The Sciences and Fictions of Pathology
   - CPLT UN3200 The Visual and Verbal Arts
   - FREN BC3079 History of the French Language
   - FREN BC3063 Structuralism and Post-Structuralism
   - PHIL UN3685 Philosophy of Language
   - PSYC BC3164 Perception and Language
   - THTR UN3154 Theatre Traditions in a Global Context
   - THTR UN3167 Dramaturgy

3. One or two language-based courses at the advanced level offering practice in written or oral translation.

   - For example, a student working with French:
     - FREN BC3007 Commercial-Economic French
     - FREN BC3014 Advanced Translation into English
     - FREN BC3054 Translation Through Film

   - For example, a student working with Spanish:
     - SPAN BC3376 Rethinking Spanish Translation
     - SPAN UN3265 Latin American Literature in Translation

4. CPLS BC3510 Advanced Workshop in Translation

Note: the particular courses qualifying for the minor will vary according to the language chosen by the candidate.

With permission of the director of the minor, a student may request credit for an Independent Study involving substantial translation or interpreting work.

CPLT BC3001 Introduction to Comparative Literature. 3 points.


Introduction to the study of literature from a comparative and cross-disciplinary perspective. Readings will be selected to promote reflection on such topics as the relation of literature to the other arts; nationalism and literature; international literary movements; post-colonial literature; gender and literature; and issues of authorship, influence, originality, and intertextuality.

CPLT BC3110 Introduction to Translation Studies. 3 points.


Prerequisites: Completion of the Language Requirement or equivalent. Introduction to the major theories and methods of translation in the Western tradition, along with practical work in translating. Topics include translation in the context of postcolonialism, globalization and immigration, the role of translators in war and zones of conflict, gender and translation, the importance of translation to contemporary writers.

Fall 2017: CPLT BC3110

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>CPLT 3110</td>
<td>001/09674</td>
<td>M T 4:10pm - 5:25pm</td>
<td>Peter Connor</td>
<td>3</td>
<td>232</td>
</tr>
</tbody>
</table>

CPLS BC3120 Poetics of the Mouth. 3 points.

Not offered during 2017-18 academic year.

Explores the imagery of eating, drinking, spitting, choking, sucking (and other unmentionables) in relation to insults and excessive behaviors. Readings from Greek poetry (e.g., Homer, Aristophanes) to modern theory (e.g., Kristeva, Powers of Horror, Bakhtin, Rabelais and His World), including modern novels and films.
CPLS BC3123 Friend or Foe? World Literature and the Question of Justice. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: CPLS BC3001 Intro to Comp. Lit.; completion of intermediate language courses.
With an emphasis on equality and social justice, this course examines and compares significant 19th c./20th c. literary approaches to friendship as intermediality between individualism and communal life. Discussion of culturally formed concepts and attitudes in modern or postcolonial settings. Reading of Dickens, Hesse, Woolf, Ocampo, Puig, Fugard, Emerson, Derrida, Rawls.

CPLS BC3124 Utopian Literature. 3 points.
Not offered during 2017-18 academic year.

CPLS BC3140 Europe Imagined: Images of the New Europe in 20th-Century Literature. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor.
Compares the diverse images of Europe in 20th-century literature, with an emphasis on the forces of integration and division that shape cultural identity in the areas of travel writings and transculturation/cosmopolitanism; mnemonic narratives and constructions of the past; borderland stories and the cultural politics of translation. Readings include M. Kundera, S. Rushdie, H. Boell, C. Toibin and others.

CPLS BC3142 The Spanish Civil War in Literature and the Visual Arts. 3 points.
Not offered during 2017-18 academic year.

The Spanish Civil War (1936-39), which culminated with the beginning of Francisco Franco's long dictatorship, foreshadowed the WWII European conflict. It generated unprecedented foreign involvement, as well texts and images by artists from both within and outside Spain - from film (documentary and fictional), through painting (Picasso), to narrative and nonfiction.

CPLS BC3143 Topics in Comparative Literature: Literature & Violence. 3 points.

CPLT BC3144 Stories and Storytelling: Introduction to Narrative. 3 points.
An introduction to narrative through texts that themselves foreground acts of storytelling and thus teach us how to read them. Readings range across periods and cultures - from fifth-century BCE Athens to late twentieth-century Brazil - and include short stories, novellas, novels, a ballad, film and a psychoanalytic case history. Texts by Conan Doyle, Sophocles, Melville, Hitchcock, Augustine, Coleridge, Freud, McEwan, the tellers and compilers of the The Arabian Nights, Diderot, Flaubert, and Lispector. Emphasis on close reading and hands-on experience in analyzing texts.

CPLS BC3158 Languages of Loss: The Poetry of Mourning. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Prerequisites: Sophomore standing
A study of the genre of elegy across time and cultures. Emphasis on how poets express grief and relate to literary traditions. Comparisons of European, Chinese, and American elegies (by Theocritus, Milton, Qu Yuan, Hölderlin, Wordsworth, Whitman, Bishop, and others) and discussions of the relationship between singular and collective life.

CPLS BC3160 Tragic Bodies. 3 points.
Not offered during 2017-18 academic year.

This course will focus on embodiment in ancient and modern drama as well as in film, television, and performance art, including plays by Sophocles, Shakespeare, and Beckett; films such as “Rosemary’s Baby” and “The Limits of Control”; and performances by artists such as Karen Finley and Marina Abromovic. We will explore the provocations, theatricality, and shock aesthetics of such concepts as Artaud’s “Theater of Cruelty” and Kristeva’s “powers of horror,” as well as Adorno’s ideas about terror and the sublime.

CPLS BC3161 Myths of Oedipus in Western Drama and Philosophy. 3 points.
Not offered during 2017-18 academic year.

This course examines the myth of Oedipus in a range of dramatic and theoretical writings, exploring how the paradigm of incest and parricide has shaped Western thought from classical tragedy to gender studies. Authors studied: Sophocles, Seneca, Corneille, Dryden, Voltaire, Hölderlin, Hegel, Wagner, Nietzsche, Freud, Klein, Deleuze, Guattari, and Butler.

CPLS BC3162 The Novella from Cervantes to Kafka. 3 points.
Not offered during 2017-18 academic year.

The novella, older than the novel, painstakingly crafted, links the worlds of ideas and fiction. The readings present the novella as a genre, tracing its progress from the 17th century to the 20th. Each text read in the comparative milieu, grants the reader access to the intellectual concerns of an era.

CPLS BC3170 Translating Madness: The Sciences and Fictions of Pathology. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Examines the discursive exchanges between fictional and scientific accounts of “madness,” with an emphasis on how modern literature renders the new diagnostic discourse and how literary portrayals of “madness” were “translated back” into the diagnostic language of psychology. Discussions revolve around the “medical gaze” and its influence on the writers’ literary style, motifs and technique; relevant questions concern interdisciplinary issues such as the relationship between genre and case study; hysteria and sexuality; gender construction and psychoanalysis. Readings include texts by Flaubert, Wilde, Daudet, Sacher-Masoch; excerpts from Freud, Charcot, Foucault, Deleuze; and visual documents.

CPLS UN3190 Aesthetics of the Grotesque. 3 points.
Examination of the grotesque in different cultural contexts from late Renaissance to the postmodern period comparing modes of transgression and excess in Western literature and film. Particular emphasis on exaggeration in style and on fantastic representations of the body, from the ornate and corpulent to the laconic and anorexic. Readings in Rabelais, Swift, Richardson, Poe, Gogol, Kafka, Meyrink, Pirandello, Greenaway, and M. Python.
CPLT UN3200 The Visual and Verbal Arts. 3 points.
Analysis and discussion of the relation of literature to painting, photography, and film. Emphasis on artistic and literary concepts concerning the visual dimension of narrative and poetic texts from Homer to Burroughs. Explores the role of description, illustration, and montage in realist and modern literature.

CPLS BC3510 Advanced Workshop in Translation. 4 points.
Prerequisites: CPLT BC 3110 - Introduction to Translation Studies is a recommended prerequisite.
A deep immersion in the theory and practice of translation with a focus on translating into English. The first half of the course is devoted to discussing readings in the history of translation theory while translating brief practical exercises; in the second half, translation projects are submitted to the class for critical discussion. The foreign texts for these projects, chosen in consultation with the instructor, will be humanistic, not only literature as conventionally defined (prose fiction and poetry, memoir and travel writing), but also the gamut of text types in the human sciences, including philosophy, history, and ethnography. The aim is not just to translate, but to think deeply about translating, to develop writing practices by drawing on the resources of theory, past and present, and by examining translations written by professionals. In the spring of 2016, the workshop will be offered in two sections by Professor Peter Connor and Professor Emily Sun. The sections will share most of the common readings in the history of translation theory, but Professor Sun’s section will emphasize issues specific to translating East Asia. Enrollment in each workshop is limited to 12 students. Admission into the class is by permission of the instructor. CPLT BC 3011 “Introduction to Translation Studies” is a recommended prerequisite, plus, normally, two advanced courses beyond the language requirement in the language from which you intend to translate. Preference will be given to seniors and to comparative literature majors. Please email pconnor@barnard.edu by 1 December 2015 with the following information: Name, year of graduation, major, college (BC, CJ, etc.); a list of courses you have taken in the language from which you intend to translate; any other pertinent courses you have taken; a brief (max 300 word) statement explaining why you wish to take the workshop (this statement is not required if you have taken or are taking CPLT BC 3110 Intro to Translation Studies).

Spring 2018: CPLS BC3510
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CPLS 3510 001/03116 T 4:10pm - 6:00pm 207 Milbank Hall Peter Connor 4 6/12
CPLS 3510 002/08876 T 4:10pm - 6:00pm 405 Barnard Hall Emily Sun 4 9/12

CPLS BC3630 Theatre and Democracy. 4 points.
Not offered during 2017-18 academic year.
How does theatre promote democracy, and vice versa: how do concepts and modes of theatre prevent the spectators from assuming civic positions both within and outside a theatrical performance? This class explores both the promotion and the denial of democratic discourse in the practices of dramatic writing and theatrical performance.

CPLS BC3899 Dada and Surrealism. 3 points.
Prerequisites: NONE
This course focuses on two twentieth-century avant-garde art movements, Dada and Surrealism, that developed in response to the horrors of World War I, and that investigated the revolutionary potential of artistic experimentation. Both movements drew artists from many different national backgrounds (German, French, Belgian, British, Swiss, Spanish, Latin American, North American). These individuals worked in a wide range of media (fiction, poetry, painting, sculpture, drawing, photography, film) and pioneered several new or hybrid forms (automatic writing, chance collages, exquisite cadavers, found objects, ready-mades, polarizations, woven textiles). Studying works from all these categories, students will explore: the avant-garde critique of high culture; the reconceptualization of literary and artistic forms and practices; the politics of sexuality and gender; and the role and work of female artists too frequently excluded from the canon of Dada and Surrealist studies.

Spring 2018: CPLS BC3899
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CPLS 3899 001/03131 M W 4:10pm - 5:25pm 302 Milbank Hall Caroline Weber 3 16/25

CPLS BC3997 Senior Seminar. 4 points.
Designed for students writing a senior thesis and doing advanced research on two central literary fields in the student’s major. The course of study and reading material will be determined by the instructor(s) in consultation with student(s).

Spring 2018: CPLS BC3997
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CPLS 3997 001/08889 W 4:10pm - 6:00pm 327 Milbank Hall Emily Sun 4 4

Cross-Listed Courses
Asian and Middle Eastern Cultures (Barnard) Classics
CLLT UN3132 Classical Myth. 3 points.
BC: Fulfillment of General Education Requirement: Literature (Lit).
Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid).

Fall 2017: CLLT UN3132
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CLLT 3132 001/06333 T Th 2:40pm - 3:55pm 323 Milbank Hall Helene Foley 3 34/70

East Asian Languages and Cultures
AHUM UN1400 Colloquium on Major Texts: East Asia. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This course explores the core classical literature in Chinese, Japanese and Korean Humanities. The main objective of the course is to discover the meanings that these literature offer, not just for the original audience or for the respective cultures, but for us. As such, it is not a survey or a lecture-based course. Rather than being taught what meanings are to be derived from the texts, we explore meanings together, informed by in-depth reading and thorough ongoing discussion.

Fall 2017: AHUM UN1400
Course Number Section/Call Number Times/Location Instructor Points Enrollment
English (Barnard)

ENGL BC3136 Renaissance Epic. 3 points.
Not offered during 2017-18 academic year.

The epic tradition raises crucial questions about the interrelationship of literature and power. In telling the story of war and empire building, how does epic both promote and also challenge the cause of the winner? How does epic preserve a space for more lyrical forms of subjectivity? What does this literary form tell about the role of women, the nameless majority and the global ‘other’ in the West? In this course, we will trace the European epic tradition, studying Homer’s Iliad, Virgil’s Aeneid, Spenser’s The Faerie Queene and Milton’s Paradise Lost. Finally, we will read a contemporary poet’s reflection on this tradition, Alice Oswald’s Memorial: An Excavation of the Iliad.

ENGL BC3158 Medieval Literature: Literatures of Medieval Britain. 3 points.
Not offered during 2017-18 academic year.

It’s easy to forget that medieval literature wasn’t always old and “quaint” as it seems to many of us today. For writers and artists of that era, they were modern, too. But they also imagined their own past and (like many of us) they often had a nostalgic yearning for that lost time. This course will explore a number of forms of medieval literature, mostly British but also some continental, as it explores versions of its historical time. The uniqueness of the texts we will read lies not just in their use of narrative, ideas and myths, but also in their resistance to generalization. We will examine how our novelists’ existential position, as both witnesses and participants, creates an opportunity for fiction to reveal more than the author intends and, on the other hand, more than power desires.

ENGL BC3171 The Novel and Psychoanalysis. 3 points.
The novel in its cultural context, with an accent on psychoanalysis (but no required reading). Austen, Emily Bronte, Dickens, Hardy, D.H. Lawrence, Didion, Duras, and W.G. Sebald.

ENGL BC3187 American Writers and Their Foreign Counterparts. 3 points.
Not offered during 2017-18 academic year.

Developments in modern literature as seen in selected 19th- and 20th-century American, European, and English works by Flaubert, James, Proust, Joyce, Chekhov, Porter, Cather, Ibsen, O’Neill, Fitzgerald, Rilke, and others.

ENGL BC3190 Global Literature in English. 3 points.
Not offered during 2017-18 academic year.

Selective survey of fiction from the ex-colonies, focusing on the colonial encounter, cultural and political decolonization, and belonging and migration in the age of postcolonial idealism. Areas covered include Africa (Achebe, Aido, Armah, Ngugi), the Arab World (Mahfouz, Munif, Salih, Soueif), South Asia (Mistry, Rushdie, Suleri); the Carribean (Kincaid); and New Zealand (Hulme).

ENGL BC3192 Exile and Estrangement in Global Literature. 4 points.
"I would never be part of anything. I would never really belong anywhere, and I knew it, and all my life would be the same, trying to belong, and failing. Always something would go wrong. I am a stranger and I always will be, and after all I didn’t really care."-Jean Rhys. This course examines the experiential life of the novelist as both artist and citizen. Through the study of the work of two towering figures in 20th century literature, we will look at the seemingly contradictory condition of the novelist as both outsider and integral to society, as both observer and expresser of time’s yearnings and passions. In different ways and with different repercussions, Jean Rhys and Albert Camus were born into realities shaped by colonialism. They lived across borders, identities and allegiances. Rhys was neither black-Caribbean nor white-English. Albert Camus could be said to have been both French and Algerian, both the occupier and the occupied, and, perhaps, neither. We will look at how their work reflects the contradictions into which they were born. We will trace, through close reading and open discussion, the ways in which their art continues to have lasting power and remain, in light of the complexities of our own time, vivid, true and alive. The objective is to pinpoint connections between novelistic form and historical time. The uniqueness of the texts we will read lies not just in their use of narrative, ideas and myths, but also in their resistance to generalization. We will examine how our novelists’ existential position, as both witnesses and participants, creates an opportunity for fiction to reveal more than the author intends and, on the other hand, more than power desires.

ENRE BC3810 Literary Approaches to the Bible. 4 points.
Interpretive strategies for reading the Bible as a work with literary dimensions. Considerations of poetic and rhetorical structures, narrative techniques, and feminist exegesis will be included. Topics for investigation include the influence of the Bible on literature.
French (Barnard)

FREN UN3420 Introduction To French and Francophone Studies I. 3 points.
Prerequisites: FREN UN3405 Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies’ permission.
Examines conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale of 1931, with an emphasis on the historical development and ideological foundations of French colonialism. Authors and texts include: the Encyclopédie; the Déclaration des droits de l’homme et du citoyen; the Code noir; Diderot; Chateaubriand; Tocqueville; Claire de Duras; Renan; Gobineau; Gauguin; Drumont.

FREN UN3421 Introduction To French and Francophone Studies II. 3 points.
Prerequisites: FREN UN3405 Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies’ permission.
Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional, and national identities are considered in this introduction to the contemporary French-speaking world in Europe, the Americas, and Africa. Authors include: Aimé Césaire, Léopold Sedar Senghor, Frantz Fanon, Maryse Condé.

German (Barnard)

GERM BC3224 Germany’s Traveling Cultures. 3 points.
Examines accounts of traveling or living in South America, Africa, and Germany from a postcolonial and transnational perspective. Discussion of German explorers, colonialism, global tourism, multiculturalism, focusing on the relationship between mobility and the formation of African, Jewish, Turkish bicultural identities in different historical contexts and geographical settings. Close attention to the role of language, ideology, and itinerary in visual, aural, and written records by A.v.Humboldt, Merian, J. Baker, Massaquoi, Wackwitz, Oezdamar, Akin. [In English]

Linguistics

LING UN3101 Introduction to Linguistics. 3 points.
An introduction to the study of language from a scientific perspective. The course is divided into three units: language as a system (sounds, morphology, syntax, and semantics), language in context (space, time, and community), and language of the individual (psycholinguistics, errors, aphasia, neurology of language, and acquisition). Workload: lecture, weekly homework, and final examination.

Slavic languages

RUSS UN3220 Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]. 3 points.
Examines conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale of 1931, with an emphasis on the historical development and ideological foundations of French colonialism. Authors and texts include: the Encyclopédie; the Déclaration des droits de l’homme et du citoyen; the Code noir; Diderot; Chateaubriand; Tocqueville; Claire de Duras; Renan; Gobineau; Gauguin; Drumont.

CLRS UN3304 How To Read Violence: The Literature of Power, Force and Brutality from 20th Century Russia and America. 3 points.
Not offered during 2017-18 academic year.

This course seeks to understand how authors and filmmakers in the 20th century communicate the experience of violence to their audiences. We will discuss how fragmentation, montage, language breakdown and other techniques not only depict violence, but reflect that violence in artistic forms. We will also ask what representing violence does to the artistic work. Can the attempt to convey violence become an act of violence in itself? We will consider texts from Vladimir Mayakovsky, John Dos Passos, Andrei Platonov, Vasily Grossman, Allen Ginsberg, Anna Akhmatova, Richard Wright, Cormac McCarthy, Vladimir Sorokin, as well as films from Sergei Eisenstein, Alexei Balabanov and Quentin Tarantino. Full course description and syllabus available at readingviolence.weebly.com (http://readingviolence.weebly.com).

In the 1920s, the Soviet Union and the U.S. emerged as growing world powers, offering each other two compelling, if often opposed, versions of modernity. At the same time, each country saw its intercontinental rival as an attractive, but dangerous “other”: a counterexample of the road not taken, and a foil for its own ideology and identity. From the 1920s to the heat of the Cold War, some of the USSR’s most prominent public figures came to the U.S. and several American intellectuals, progressive activists, and officials traveled to the Soviet experiment. This course examines the cultural images of the American and Soviet “other” in the texts that resulted from these exchanges. We will read works about America from Sergei Esenin, Vladimir Mayakovksy, Ilya Ilf and Evgeny Petrov, and poems, essays, and novels about Russia by Langston Hughes, Claude McKay, Louise Bryant, W.E.B. Du Bois, John Steinbeck, and others. Each of these texts attempts to grapple with what it means to be modern—both technologically advanced and socially liberated—in different national contexts and under different proclaimed ideologies.
Spanish and Latin American Cultures (Barnard)
SPAN UN3265 Latin American Literature in Translation. 3 points.

Study of contemporary Latin American narrative; its origins and apoctheosis. Readings include Machado de Assis, Borges, Garcia Marquez, Puig, and others.

Spring 2018: SPAN UN3265
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
SPAN 3265   001/07881  M W 2:40pm - 3:55pm  L1103 Diana Center  Alfred Mac Adam  3  36

Theatre (Barnard)
THTR UN3150 Western Theatre Traditions: Classic to Romantic. 3 points.

Dialectical approach to reading and thinking about the history of dramatic theatre in the west, interrogating the ways poetry inflects, and is inflected by, the material dynamics of performance. We will undertake careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative plays of the Western tradition from the classical theatre through the early modern period to early romanticism; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Specific attention will be given to classical Athens, medieval cycle drama, the professional theatre of early modern England, the rival theatres of seventeenth century France and Spain, and eighteenth-century theatre in England and Germany; topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, and the dynamics of court performance. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final exam. Fulfills one (of two) Theatre History requirements for Theatre/Drama and Theatre Arts majors.

Fall 2017: THTR UN3150
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
THTR 3150   001/06594  M W 10:10am - 11:25am  202 Milbank Hall  William Worthen  3  29

Computer Science

Director of Undergraduate Studies: Dr. Jae Woo Lee, 715 CEPSR; 212-939-7066, jae@cs.columbia.edu

The majors in the Department of Computer Science provide students with the appropriate computer science background necessary for graduate study or a professional career. Computers impact nearly all areas of human endeavor. Therefore, the department also offers courses for students who do not plan a computer science major or concentration. The computer science majors offer maximum flexibility by providing students with a range of options for program specialization. The department offers four majors: computer science; information science; data science; and computer science-mathematics, offered jointly with the Mathematics Department.

Computer Science Major
Students study a common core of fundamental topics, supplemented by a track that identifies specific areas for deeper study. The foundations track prepares students for advanced work in fundamental, theoretical, and mathematical aspects of computing, including analysis of algorithms, scientific computing, and security. The systems track prepares students for immediate employment in the computer industry as well as advanced study in software engineering, operating systems, computer-aided digital design, computer architecture, programming languages, and user interfaces. The intelligent systems track provides specialization for the student interested in natural language processing and systems capable of exhibiting “human-like” intelligence. The applications track is for students interested in the implementation of interactive multimedia content for the Internet and wireless applications. The vision, graphics, interaction, and robotics track exposes students to computer vision, graphics, human-computer interaction, and robotics.

A combination track is available to students who wish to pursue an interdisciplinary course of study combining computer science and another field in the arts, humanities, mathematics, natural sciences, or social sciences. A student planning a combination track should be aware that one additional course is required to complete this option.

Advanced Placement
The department grants 3 points for a score of 4 or 5 on the AP Computer Science exam along with exemption from COMS W1004 Introduction to Computer Science and Programming in Java. However, we still recommend that you take COMS W1004 or W1007 even if you have credits from the CS AP exam. COMS W1007 Honors Introduction to Computer Science is recommended if you scored 5 on the AP exam, and COMS W1004 is recommended if you scored 4.

Pre-Introductory Courses
COMS W1004 is the first course in the Computer Science major curriculum, and it does not require any previous computing experience. Before taking COMS W1004, however, students have an option to start with one of the pre-introductory courses: ENGI E1006 or COMS W1002.

ENGI E1006 Introduction to Computing for Engineers and Applied Scientist is a general introduction to computing for STEM students. ENGI E1006 is in fact a required course for all engineering students. COMS W1002 Computing In Context is a course primarily intended for humanities majors, but it also serves as a pre-introductory course for CS majors. ENGI E1006 and COMS W1002 do not count towards Computer Science major.

Laboratory Facilities
The department has well-equipped lab areas for research in computer graphics, computer-aided digital design, computer vision, databases and digital libraries, data mining and knowledge discovery, distributed systems, mobile and wearable computing, natural language processing, networking, operating systems, programming systems, robotics, user interfaces, and real-time multimedia.

Research labs contain several large Linux and Solaris clusters; Puma 500 and IBM robotic arms; a UTAH-MIT dexterous hand; an Adept-1
robot; three mobile research robots; a real-time defocus range sensor; interactive 3-D graphics workstations with 3-D position and orientation trackers; prototype wearable computers, wall-sized stereo projection systems; see-through head-mounted displays; a networking testbed with three Cisco 7500 backbone routers, traffic generators; an IDS testbed with secured LAN, Cisco routers, EMC storage, and Linux servers; and a simulation testbed with several Sun servers and Cisco Catalyst routers. The department uses a SIP IP phone system. The protocol was developed in the department.

The department’s computers are connected via a switched 1Gb/s Ethernet network, which has direct connectivity to the campus OC-3 Internet and internet 2 gateways. The campus has 802.11b/g wireless LAN coverage.

The research facility is supported by a full-time staff of professional system administrators and programmers.

**Professors**
- Alfred V. Aho
- Peter K. Allen
- Peter Belhumeur
- Steven M. Bellovin
- David Blei
- Michael J. Collins
- Steven K. Feiner
- Luis Gravano
- Julia Hirschberg
- Gail E. Kaiser
- John R. Kender
- Kathleen R. McKeown
- Vishal Misra
- Shree K. Nayar
- Jason Nieh
- Steven M. Nowick
- Christos Papadimitriou
- Kenneth A. Ross
- Henning G. Schulzrinne
- Rocco A. Servedio
- Salvatore J. Stolfo
- Jeannette Wing
- Mihalis Yannakakis
- Daniel S. Rubenstein
- Simha Sethumadhavan
- Junfeng Yang

**Assistant Professors**
- Allison Breton Bishop
- Augustin Chaintreau
- Lydia Chilton
- Yaniv Erlich
- Ronghui Gu
- Daniel Hsu
- Suman Jana
- Carl Vondrick
- Omri Weinstein
- Eugene Wu
- Changxi Zheng

**Senior Lecturer in Discipline**
- Adam Cannon
- Jae Woo Lee

**Lecturer in Discipline**
- Daniel Bauer
- Paul Blaer
- Ansaf Salleb-Aouissi
- Nakul Verma

**Associated Faculty**
- Shih-Fu Chang
- Matei Ciocarlie
- Edward G. Coffman Jr. (emeritus)
- Eleni Drinea
- Jonathan Gross (emeritus)
- Andreas Mueller
- Clifford Stein
- Steven H. Unger (emeritus)
- Vladimir Vapnik
- Henryk Wozniakowski (emeritus)
- Yechiam Yemini (emeritus)

**Special Research Scientists**
- Henryk Wozniakowski (emeritus)

**Senior Research Scientists**
- Moti Yung

**Research Scientists**
- Smaranda Muresan*
- Owen Rambow

**Associated Research Scientists**
- Giuseppe DiGuglielmo
- Hiroshi Sasaki
Eran Tromer

Guidelines for all Computer Science Majors and Minors

Courses

Students may receive credit for only one of the following two courses:

- COMS W1004 Introduction to Computer Science and Programming in Java
- COMS W1005 Introduction to Computer Science and Programming in MATLAB.

Students may receive credit for only one of the following three courses:

- COMS W3134 Data Structures in Java
- COMS W3136 Data Structures with C/C++
- COMS W3137 Honors Data Structures and Algorithms

However, COMS W1005 and COMS W3136 cannot be counted towards the Computer Science major, minor, and concentration.

Transfer Credit

As a rule, no more than 12 transfer credits are accepted toward the major.

Grading

Courses in which the student receives the grade of D may not be counted toward the major requirement or the minor option.

Major in Computer Science

Please read Guidelines for all Computer Science Majors and Minors above.

All majors should confer with their program adviser each term to plan their programs of study. Students considering a major in computer science are encouraged to talk to a program adviser during their first or second year. A typical program of study is as follows:

Program of Study

Computer Science Core (22-24 points)

For students who declare in Spring 2014 and beyond:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGI E1006</td>
<td>Introduction to Computing for Engineers and Applied Scientists (recommended but not required)</td>
<td></td>
</tr>
</tbody>
</table>

First Year

- COMS W1004 Introduction to Computer Science and Programming in Java
- or COMS W1007 Honors Introduction to Computer Science

Sophomore Year

- COMS W3134 Data Structures in Java
- or COMS W3137 Honors Data Structures and Algorithms
- COMS W3157 Advanced Programming
- COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory

Junior and Senior Year

Select the remaining required core courses:

- COMS W3261 Computer Science Theory
- CSEE W3827 Fundamentals of Computer Systems

Select one of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH UN2010</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>APMA E2101</td>
<td>Introduction to Applied Mathematics</td>
<td></td>
</tr>
<tr>
<td>APMA E3101</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>STAT GU4001</td>
<td>Introduction to Probability and Statistics</td>
<td></td>
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</table>

For students who declared prior to Spring 2014:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>COMS 1004</td>
<td>Introduction to Computer Science and Programming in Java</td>
<td></td>
</tr>
</tbody>
</table>

Sophomore Year

- COMS W1007 Honors Introduction to Computer Science
- COMS W3137 Honors Data Structures and Algorithms
- COMS W3157 Advanced Programming
- COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory

Junior and Senior Year

- COMS W3261 Computer Science Theory
- CSEE W3827 Fundamentals of Computer Systems

In addition to the CS Core (22-24 points), all CS majors must complete the Calculus Requirement (3 points) and a Track Requirement (15 or 18 points). The CS major therefore requires 40-45 points total.

Mathematics (3 points)

Calculus II or Calculus III.

Note that Calculus III does NOT depend on Calculus II. You can take either Calculus II or III, but we recommend Calculus III, which covers topics that are a bit more relevant for upper-level Computer Science courses.

If you have received equivalent credits for Calculus I & II already (through AP Calculus exam for example), you are not required to take any more Calculus courses. But we recommend taking one more semester of Calculus, either Math UN1201 Calculus III or APAM E2000 Multivariate Calculus for Engineers and Scientists. APAM E2000 covers relevant topics from Calculus III and IV.

Track Requirement (15 or 18 points)

Students must select one of the following six upper-level tracks. Each track, except the combination track, requires five courses consisting of required, elective breadth, and elective track courses. The combination track requires a selection of six advanced courses: three 3000- or 4000-level computer science courses and three 3000- or 4000-level courses from another field. The elective breadth requirement in each track can be fulfilled with any 3-point computer science 3000-level or higher course that is not a computer science core course or a technical elective course in that track. In addition to the breadth elective, the track requirements are as follows:

Foundations Track (15 points)

For students interested in algorithms, computational complexity, and other areas of theoretical Computer Science.

Note: Students who declared their Computer Science major prior to Fall 2016 may also count COMS 4241, COMS 4205, COMS 4281, COMS 4444, COMS 4771, and COMS 4772 as track elective courses.
### Computer Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
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<tr>
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<tr>
<td>CSOR W4231</td>
<td>Analysis of Algorithms I</td>
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<tr>
<td>COMS W4236</td>
<td>Introduction to Computational Complexity</td>
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<td><strong>Track Electives</strong></td>
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<tr>
<td>MATH UN3020</td>
<td>Number Theory and Cryptography</td>
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<tr>
<td>MATH UN3025</td>
<td>Making, Breaking Codes</td>
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<tr>
<td>COMS W4203</td>
<td>Graph Theory</td>
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<tr>
<td>MATH GU4032</td>
<td>Fourier Analysis</td>
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<td>MATH GU4041</td>
<td>Introduction to Modern Algebra I</td>
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<td>MATH GU4042</td>
<td>Introduction to Modern Algebra II</td>
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<td>Introduction To Modern Analysis I</td>
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<tr>
<td>MATH GU4155</td>
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<tr>
<td>COMS W4252</td>
<td>Introduction to Computational Learning</td>
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<tr>
<td>COMS W4261</td>
<td>Cryptography</td>
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<tr>
<td>APMA E4300</td>
<td>Computational Math: Introduction to Numerical Methods</td>
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<tr>
<td>IEOR E4407</td>
<td>Game Theoretic Models of Operations</td>
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<tr>
<td>CSPH G4801</td>
<td>Mathematical Logic I</td>
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<td>CSPH G4802</td>
<td>Math Logic II: Incompleteness</td>
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<tr>
<td>COMS E6232</td>
<td>Analysis of Algorithms, II</td>
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<tr>
<td>MATH G6238</td>
<td>Enumerative Combinatorics</td>
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<tr>
<td>COMS E6253</td>
<td>Advanced Topics in Computational Learning Theory</td>
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<td>COMS E6261</td>
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<tr>
<td>EEOR E6616</td>
<td>Convex optimization</td>
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<td>IEOR E6614</td>
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<td>Stochastic models, I</td>
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<td>IEOR E6712</td>
<td>Stochastic models, II</td>
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<td>ELEN E6717</td>
<td>Information theory</td>
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<td>ELEN E6718</td>
<td>Error Correcting Codes: Classical and Modern</td>
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<tr>
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<td>Undergraduate Thesis</td>
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<td>Projects in Computer Science</td>
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<td>COMS W4995</td>
<td>Special topics in computer science, I</td>
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<tr>
<td>COMS W4996</td>
<td>Special topics in computer science, II</td>
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<tr>
<td>COMS E68XX</td>
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<td>Projects in Computer Science</td>
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<tr>
<td>COMS W4995</td>
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<tr>
<td>COMS W4996</td>
<td>Special topics in computer science, II</td>
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<tr>
<td>Any COMS E68XX course</td>
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</table>

### Software Systems Track (15 points)

For students interested in networking, programming languages, operating systems, and software systems.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>COMS W4115</td>
<td>Programming Languages and Translators</td>
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<tr>
<td>COMS W4118</td>
<td>Operating Systems I</td>
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</tr>
<tr>
<td>CSEE W4119</td>
<td>Computer Networks</td>
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<tr>
<td>Any COMS W47xx course</td>
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</tbody>
</table>

### Intelligent Systems Track (15 points)

For students interested in machine learning, robotics, and systems capable of exhibiting “human-like” intelligence.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
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<td>Natural Language Processing</td>
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<td>Spoken Language Processing</td>
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<td>COMS W4731</td>
<td>Computer Vision</td>
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<td>COMS W4733</td>
<td>Computational Aspects of Robotics</td>
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<td>COMS W4771</td>
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<tr>
<td>COMS W3902</td>
<td>Undergraduate Thesis</td>
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<td>COMS W3998</td>
<td>Undergraduate Projects in Computer Science</td>
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<td>COMS W4901</td>
<td>Projects in Computer Science</td>
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<td>COMS W4995</td>
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</tr>
<tr>
<td>COMS E6998</td>
<td>Topics in Computer Science</td>
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</tbody>
</table>

### Applications Track (15 points)

For students interested in interactive multimedia applications for the internet and wireless networks.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
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<td>COMS W4170</td>
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<tr>
<td>Select 2 from:</td>
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<tr>
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<tr>
<td>Any COMS W47xx course</td>
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</table>
COMS W3902  Undergraduate Thesis
COMS W3998  Undergraduate Projects in Computer Science
COMS W4901  Projects in Computer Science
COMS W4995  Special topics in computer science, I

Any COMS E69XX course

**One Breadth Course**

Any 3-point COMS 3000- or 4000-level course except those courses in the CS core or in the required or elective courses for this track

**Vision, Graphics, Interaction, and Robotics Track (15 points)**

For students interested in computer vision, graphics, and advanced forms of human computer interaction.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>required courses:</td>
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<td>COMS W4160  Computer Graphics</td>
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<td>COMS W4167  Computer Animation</td>
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<td>COMS W4731  Computer Vision</td>
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<td>track electives:</td>
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<td>COMS W4162  Advanced Computer Graphics</td>
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<tr>
<td>COMS W4170  User Interface Design</td>
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<tr>
<td>COMS W4172  3D User Interfaces and Augmented Reality</td>
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<tr>
<td>COMS W4701  Artificial Intelligence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMS W4733  Computational Aspects of Robotics</td>
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</tr>
<tr>
<td>COMS W4735  Visual Interfaces to Computers</td>
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<tr>
<td>COMS W4771  Machine Learning</td>
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<td>COMS W3998  Undergraduate Projects in Computer Science</td>
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<tr>
<td>COMS W4901  Projects in Computer Science</td>
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</tr>
<tr>
<td>COMS W4995  Special topics in computer science, I</td>
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<tr>
<td>any COMS E69XX course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one breadth course</td>
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</tr>
</tbody>
</table>

Any 3-point COMS 3000- or 4000-level course except those courses in the CS core or in the required or elective courses for this track

**Combination Track (18 points)**

For students who wish to combine computer science with another discipline in the arts, humanities, social or natural sciences. A coherent selection of six upper-level courses is required: three from computer science and three from another discipline.

The courses should be planned with and approved by the student’s CS faculty advisor by the first semester of the junior year. The six courses are typically 4000-level elective courses that would count towards the individual majors. Moreover, the six courses should have a common theme. The combination track is not available to those students who pursue double majors.

**Major in Computer Science—Mathematics**

For a description of the joint major in mathematics—computer science, see the *Mathematics* (p. 296) section in this catalog.

**Minor in Computer Science**

Please read *Guidelines for all Computer Science Majors and Minors* above.

**For students who declare in Spring 2014 and beyond:**

The minor in computer science requires a minimum of 22-24 points, as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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<tbody>
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<td>COMS W1004  Introduction to Computer Science and Programming in Java</td>
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<tr>
<td>or COMS W1007  Honors Introduction to Computer Science</td>
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<tr>
<td>COMS W3203  Discrete Mathematics: Introduction to Combinatorics and Graph Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMS W3134  Data Structures in Java</td>
<td></td>
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</tr>
<tr>
<td>or COMS W3137  Honors Data Structures and Algorithms</td>
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<td></td>
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<tr>
<td>COMS W3157  Advanced Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMS W3261  Computer Science Theory</td>
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<tr>
<td>CSEE W3827  Fundamentals of Computer Systems (or any 3 point 4000-level computer science course)</td>
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</table>

Select one of the following courses:

- MATH UN2010  Linear Algebra
- APMA E2101  Introduction to Applied Mathematics
- APMA E3101  Linear Algebra
- MATH V2020  Honors Linear Algebra
- STAT GU4001  Introduction to Probability and Statistics
- SIEO W3600  Introduction to Probability and Statistics

**For students who declared prior to Spring 2014:**

The minor requires a minimum of 23 points, as follows:

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<thead>
<tr>
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<tbody>
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<td>COMS W1007  Honors Introduction to Computer Science</td>
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<tr>
<td>COMS W3137  Honors Data Structures and Algorithms</td>
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<tr>
<td>COMS W3157  Advanced Programming</td>
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<td></td>
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<tr>
<td>COMS W3261  Computer Science Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSEE W3827  Fundamentals of Computer Systems (or any 3 point 4000-level computer science course)</td>
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</tbody>
</table>

**Computer Science**

**COMS W1001  Introduction to Information Science. 3 points.**

Lect: 3.

Basic introduction to concepts and skills in Information Sciences: human-computer interfaces, representing information digitally, organizing and searching information on the World Wide Web,
principles of algorithmic problem solving, introduction to database concepts, and introduction to programming in Python.

COMS W1002 Computing in Context. 4 points.
CC/GS: Partial Fulfillment of Science Requirement

Introduction to elementary computing concepts and Python programming with domain-specific applications. Shared CS concepts and Python programming lectures with track-specific sections. Track themes will vary but may include computing for the social sciences, computing for economics and finance, digital humanities, and more. Intended for nonmajors. Students may only receive credit for one of ENGI E1006 and COMS W1002.

COMS W1004 Introduction to Computer Science and Programming in Java. 3 points.
Lect: 3.

A general introduction to computer science for science and engineering students interested in majoring in computer science or engineering. Covers fundamental concepts of computer science, algorithmic problem-solving capabilities, and introductory Java programming skills. Assumes no prior programming background. Columbia University students may receive credit for only one of the following two courses: 1004 and 1005.

COMS W1005 Introduction to Computer Science and Programming in MATLAB. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

A general introduction to computer science concepts, algorithmic problem-solving capabilities, and programming skills in MATLAB. Assumes no prior programming background. Columbia University students may receive credit for only one of the following two courses: W1004 and W1005.

COMS W1007 Honors Introduction to Computer Science. 3 points.
Lect: 3.

Prerequisites: AP Computer Science with a grade of 4 or 5 or similar experience.

An honors-level introduction to computer science, intended primarily for students considering a major in computer science. Computer science as a science of abstraction. Creating models for reasoning about and solving problems. The basic elements of computers and computer programs. Implementing abstractions using data structures and algorithms. Taught in Java.

COMS W1404 Emerging Scholars Program Seminar. 1 point.
Pass/Fail only.

Prerequisites: the instructor's permission.
Corequisites: COMS W1004, COMS W1007
Peer-led weekly seminar intended for first and second year undergraduates considering a major in Computer Science. Pass/fail only. May not be used towards satisfying the major or SEAS credit requirements.

COMS W3101 Programming Languages. 1 point.
Lect: 1.

Prerequisites: Fluency in at least one programming language. Introduction to a programming language. Each section is devoted to a specific language. Intended only for those who are already fluent in at least one programming language. Sections may meet for one hour per week for the whole term, for three hours per week for the first third of the term, or for two hours per week for the first six weeks. May be repeated for credit if different languages are involved.

COMS W3102 Development Technologies. 1-2 points.

Prerequisites: Fluency in at least one programming language. Introduction to software development tools and environments. Each section devoted to a specific tool or environment. One-point sections meet for two hours each week for half a semester, and two point sections include an additional two-hour lab.

COMS W3134 Data Structures in Java. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W1004) or COMS W1004 or knowledge of Java. Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of
algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: COMS W3134, COMS W3136, COMS W3137.

COMS W3134 Data Structures with C/C++. 4 points.
Prerequisites: (COMS W1004) and (COMS W1005) and (COMS W1007) or (ENGI E1006) COMS W1004, W1005, W1007, or ENGI E1006.
A second programming course intended for nonmajors with at least one semester of introductory programming experience. Basic elements of programming in C and C++, array-based data structures, heaps, linked lists, C programming in UNIX environment, object-oriented programming in C++, trees, graphs, generic programming, hash tables. Due to significant overlap, students may only receive credit for either COMS W3134, W3136, or W3137.

COMS W3136 Honors Data Structures and Algorithms. 4 points.
Prerequisites: (COMS W1004) or (COMS W1007) COMS W1004 or W1007.
Corequisites: COMS W3203.
An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in Java. Note: Due to significant overlap, students may receive credit for only one of the following three courses: COMS W3134, W3136, or W3137.

COMS W3137 Advanced Programming. 4 points.
Lect: 4.
Prerequisites: COMS W3134 or equivalent.
C programming language and Unix systems programming. Also covers Git, Make, TCP/IP networking basics, C++ fundamentals.

COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory. 3 points.
Lect: 3.
Prerequisites: Any introductory course in computer programming. Logic and formal proofs, sequences and summation, mathematical induction, binomial coefficients, elements of finite probability, recurrence relations, equivalence relations and partial orderings, and topics in graph theory (including isomorphism, traversability, planarity, and colorings).

COMS W3210 Scientific Computation. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

COMS W3251 Computational Linear Algebra. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: two terms of calculus. Computational linear algebra, solution of linear systems, sparse linear systems, least squares, eigenvalue problems, and numerical solution of other multivariate problems as time permits.

COMS W3261 Computer Science Theory. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: (COMS W3203) COMS W3203.
Corequisites: COMS W3134, W3136, or W3137.
Final report and letter of evaluation required. May not be used as a technical or non-technical elective. May not be taken for pass/fail credit or audited.

Summer 2018: COMS E3999
Course Number Section/Call Number Times/Location Instructor Points Enrollment
COMS 3999 001/26780 140/152

COMS W4111 Introduction to Databases. 3 points.
Lect: 3.

Prerequisites: (COMS W3134) or (COMS W3136) or (COMS W3137) and fluency in Java; or the instructor’s permission.

The fundamentals of database design and application development using databases: entity-relationship modeling, logical design of relational databases, relational data definition and manipulation languages, SQL, XML, query processing, physical database tuning, transaction processing, security. Programming projects are required.

Fall 2017: COMS W4111
Course Number Section/Call Number Times/Location Instructor Points Enrollment
COMS 4111 001/15421 W 4:10pm - 6:40pm 1127 Seeley W. Mudd Building Alexandros Biliris
COMS 4111 002/85942 M 8:40am - 11:10am 602 Hamilton Hall Alexandros Biliris
COMS 4111 003/93700 T Th 8:40am - 9:55am 207 Mathematics Building Donald Ferguson

COMS W4112 Database System Implementation. 3 points.
Lect: 2.5.

Prerequisites: (COMS W4111) and fluency in Java or C++. CSEE W3827 is recommended.

The principles and practice of building large-scale database management systems. Storage methods and indexing, query processing and optimization, materialized views, transaction processing and recovery, object-relational databases, parallel and distributed databases, performance considerations. Programming projects are required.

Spring 2018: COMS W4112
Course Number Section/Call Number Times/Location Instructor Points Enrollment
COMS 4112 001/23279 M W 10:10am - 11:25am 333 Seeley W. Mudd Building Kenneth Ross

COMS W4113 Fundamentals of Large-Scale Distributed Systems. 3 points.
Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) and (COMS W3135) or (COMS W4118) or (CSEE W4119) or COMS W3134, W3136, or W3137. COMS W3157 or good working knowledge of C and C++. COMS W4118 or CSEE W4119.
Design and implementation of large-scale distributed and cloud systems. Teaches abstractions, design and implementation techniques that enable the building of fast, scalable, fault-tolerant distributed systems. Topics include distributed communication models (e.g., sockets, remote procedure calls, distributed shared memory), distributed synchronization (clock synchronization, logical clocks, distributed mutex), distributed file systems, replication, consistency models, fault tolerance, distributed transactions, agreement and commitment, Paxos-based consensus, MapReduce infrastructures, scalable distributed databases. Combines concepts and algorithms with descriptions of real-world implementations at Google, Facebook, Yahoo, Microsoft, LinkedIn, etc.

COMS W4115 Programming Languages and Translators. 3 points.
Lect: 3.
Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) or (COMS W3261) or (CSEE W3827) or (or equivalent), or the instructor's permission.
Modern programming languages and compiler design. Imperative, object-oriented, declarative, functional, and scripting languages. Language syntax, control structures, data types, procedures and parameters, binding, scope, run-time organization, and exception handling. Implementation of language translation tools including compilers and interpreters. Lexical, syntactic and semantic analysis; code generation; introduction to code optimization. Teams implement a language and its compiler.

COMS W4117 Compilers and Interpreters. 3 points.
Prerequisites: (COMS W4115) or instructor's permission.
Continuation of COMS W4115, with broader and deeper investigation into the design and implementation of contemporary language translators, be they compilers or interpreters. Topics include parsing, semantic analysis, code generation and optimization, run-time environments, and compiler-compilers. A programming project is required.

COMS W4118 Operating Systems I. 3 points.
Lect: 3.
Prerequisites: (CSEE W3827) and knowledge of C and programming tools as covered in COMS W3136, W3157, or W3101, or the instructor's permission.

Design and implementation of operating systems. Topics include process management, process synchronization and interprocess communication, memory management, virtual memory, interrupt handling, processor scheduling, device management, I/O, and file systems. Case study of the UNIX operating system. A programming project is required.

COMS W4121 Computer Systems for Data Science. 3 points.
Prerequisites: background in Computer System Organization and good working knowledge of C/C++
Corequisites: CSOR W4246, STAT GU4203
An introduction to computer architecture and distributed systems with an emphasis on warehouse scale computing systems. Topics will include fundamental tradeoffs in computer systems, hardware and software techniques for exploiting instruction-level parallelism, data-level parallelism and task level parallelism, scheduling, caching, prefetching, network and memory architecture, latency and throughput optimizations, specialization, and an introduction to programming data center computers.

COMS W4130 Principles and Practice of Parallel Programming. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) or experience in Java, basic understanding of analysis of algorithms. COMS W3134, W3136, or W3137 (or equivalent).
Principles of parallel software design. Topics include task and data decomposition, load-balancing, reasoning about correctness, determinacy, safety, and deadlock-freedom. Application of techniques through semester-long design project implementing performant, parallel application in a modern parallel programming language.

COMS W4156 Advanced Software Engineering. 3 points.
Lect: 3.
Prerequisites: (COMS W3157) or equivalent.
Software lifecycle from the viewpoint of designing and implementing N-tier applications (typically utilizing web browser, web server, application server, database). Major emphasis on quality assurance (code inspection, unit and integration testing, security and stress testing). Centers on a student-designed team project that leverages component services (e.g., transactions, resource pooling, publish/
subscribe) for an interactive multi-user application such as a simple game.

COMS W4160 Computer Graphics. 3 points.
Lect: 3.

Prerequisites: (COMS W3134) or (COMS W3136) or (COMS W3137)
COMS W4156 is recommended. Strong programming background and
some mathematical familiarity including linear algebra is required.
Introduction to computer graphics. Topics include 3D viewing and
projections, geometric modeling using spline curves, graphics systems
such as OpenGL, lighting and shading, and global illumination.
Significant implementation is required: the final project involves writing
an interactive 3D video game in OpenGL.

COMS W4162 Advanced Computer Graphics. 3 points.
Lect: 3.

Prerequisites: (COMS W4160) or equivalent, or the instructor's
permission.
A second course in computer graphics covering more advanced topics
including image and signal processing, geometric modeling with
meshes, advanced image synthesis including ray tracing and global
illumination, and other topics as time permits. Emphasis will be placed
both on implementation of systems and important mathematical and
geometric concepts such as Fourier analysis, mesh algorithms and
subdivision, and Monte Carlo sampling for rendering. Note: Course will
be taught every two years.

COMS W4167 Computer Animation. 3 points.
Lect: 3.

Prerequisites: Multivariable calculus, linear algebra, C++ programming
proficiency. COMS W4156 recommended.
Theory and practice of physics-based animation algorithms, including
animated clothing, hair, smoke, water, collisions, impact, and kitchen
sinks. Topics covered: Integration of ordinary differential equations,
formulation of physical models, treatment of discontinuities including
collisions/contact, animation control, constrained Lagrangian
Mechanics, friction/dissipation, continuum mechanics, finite elements,
rigid bodies, thin shells, discretization of Navier-Stokes equations.

COMS W4170 User Interface Design. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137)
COMS W3134, W3136, or W3137.
Introduction to the theory and practice of computer user interface
design, emphasizing the software design of graphical user interfaces.
Topics include basic interaction devices and techniques, human
factors, interaction styles, dialogue design, and software infrastructure.
Design and programming projects are required.

COMS W4172 3D User Interfaces and Augmented Reality. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W4160) or (COMS W4170) or COMS
W4170, or the instructor's permission.
Design, development, and evaluation of 3D user interfaces. Interaction
techniques and metaphors, from desktop to immersive. Selection
and manipulation. Travel and navigation. Symbolic, menu, gestural,
and multimodal interaction. Dialogue design. 3D software support.
3D interaction devices and displays. Virtual and augmented reality.
Tangible user interfaces. Review of relevant 3D math.

COMS W4180 Network Security. 3 points.
Lect: 3.

Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137)
and (CSEE W4119) or instructor's permission.
Introduction to network security concepts and mechanisms.
Foundations of network security and an in-depth review of commonly-
used security mechanisms and techniques, security threats and
network-based attacks, applications of cryptography, authentication,
access control, intrusion detection and response, security protocols
(IPsec, SSL, Kerberos), denial of service, viruses and worms, software
vulnerabilities, web security, wireless security, and privacy.
COMS W4187 Security Architecture and Engineering. 3 points.
Lect: 3.
Prerequisites: (COMS W4118) and (COMS W4180) or CSEE W4119 recommended.

Spring 2018: COMS W4203
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
COMS 4203  001/63951  T Th 1:10pm - 2:25pm  327 Seeley W. Mudd Building  Timothy Sun  3 32/39

COMS W4205 Combinatorial Theory. 3 points.
Prerequisites: (COMS W3203) and course in calculus. Sequences and recursions, calculus of finite differences and sums, elementary number theory, permutation group structures, binomial coefficients, Stirling numbers, harmonic numbers, generating functions.

Spring 2018: COMS W4236
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
COMS 4236  001/28954  T Th 1:10pm - 2:25pm  420 Pupin Laboratories  Mihalis Yannakakis  3 45/50

COMS W4241 Numerical Algorithms and Complexity I. 3 points.
Lect: 3.
Prerequisites: Knowledge of a programming language. Some knowledge of scientific computation is desirable. Modern theory and practice of computation on digital computers. Introduction to concepts of computational complexity. Design and analysis of numerical algorithms. Applications to computational finance, computational science, and computational engineering.

COMS W4242 Numerical Algorithms and Their Complexity II. 3 points.
Prerequisites: COMS W4241.
A continuation of COMS W4241.

COMS W4252 Introduction to Computational Learning Theory. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: (CSOR W4231) or (COMS W4236) or (COMS W3203) or (COMS W3261) or CSOR W4231 or COMS W4236 or COMS W3203 and the instructor's permission, or COMS W3261 and the instructor's permission. Possibilities and limitations of performing learning by computational agents. Topics include computational models of learning, polynomial time learnability, learning from examples and learning from queries to oracles. Computational and statistical limitations of learning. Applications to Boolean functions, geometric functions, automata.

COMS W4261 Introduction to Cryptography. 3 points.
Lect: 2.5.
Prerequisites: Comfort with basic discrete math and probability. Recommended: COMS W3261 or CSOR W4231. An introduction to modern cryptography, focusing on the complexity-theoretic foundations of secure computation and communication in adversarial environments; a rigorous approach, based on precise definitions and provably secure protocols. Topics include private and public key encryption schemes, digital signatures, authentication, pseudorandom generators and functions, one-way functions, trapdoor functions, number theory and computational hardness, identification and zero knowledge protocols.

COMS W4281 Introduction to Quantum Computing. 3 points.
Lect: 3.
Prerequisites: Knowledge of linear algebra. Prior knowledge of quantum mechanics is not required although helpful. Introduction to quantum computing. Shor’s factoring algorithm, Grover’s database search algorithm, the quantum summation algorithm. Relationship between classical and quantum computing. Potential power of quantum computers.

COMS W4444 Programming and Problem Solving. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) and (CSEE W3827) or COMS W3134, W3136, or W3137 and CSEE W3827. Hands-on introduction to solving open-ended computational problems. Emphasis on creativity, cooperation, and collaboration. Projects spanning a variety of areas within computer science, typically requiring the development of computer programs. Generalization of solutions to broader problems, and specialization of complex problems to make them manageable. Team-oriented projects, student presentations, and in-class participation required.
COMS W4460 Principles of Innovation and Entrepreneurship. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) or COMS W3134, W3136, or W3137 (or equivalent), or the instructor’s permission.
Team project centered course focused on principles of planning, creating, and growing a technology venture. Topics include: indentifying and analyzing opportunities created by technology paradigm shifts, designing innovative products, protecting intellectual property, engineering innovative business models.

Fall 2017: COMS W4460
Course Number Section/Call Number Times/Location Instructor Points Enrollment
COMS 4460 001/72803 F 10:10am - 12:40pm 608 Schermerhorn Hall William Reinsch 3 26/32

COMS W4560 Introduction to Computer Applications in Health Care and Biomedicine. 3 points.
Lect: 3.
Prerequisites: Experience with computers and a passing familiarity with medicine and biology. Undergraduates in their senior or junior years may take this course only if they have adequate background in mathematics and receive the instructor’s permission.
An overview of the field of biomedical informatics, combining perspectives from medicine, computer science and social science. Use of computers and information in health care and the biomedical sciences, covering specific applications and general methods, current issues, capabilities and limitations of biomedical informatics. Biomedical Informatics studies the organization of medical information, the effective management of information using computer technology, and the impact of such technology on medical research, education, and patient care. The field explores techniques for assessing current information practices, determining the information needs of health care providers and patients, developing interventions using computer technology, and evaluating the impact of those interventions.

COMS W4701 Artificial Intelligence. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: (COMS W3134) or (COMS W3136) or (COMS W3137)
Provides a broad understanding of the basic techniques for building intelligent computer systems. Topics include state-space problem representations, problem reduction and and-or graphs, game playing and heuristic search, predicate calculus, and resolution theorem proving. AI systems and languages for knowledge representation, machine learning and concept formation and other topics such as natural language processing may be included as time permits.

Fall 2017: COMS W4701
Course Number Section/Call Number Times/Location Instructor Points Enrollment
COMS 4701 001/13442 T Th 10:10am - 11:25am 417 International Affairs Billyg Daniel Bauer 3 238/250

COMS W4705 Natural Language Processing. 3 points.
Lect: 3.
Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) or equivalent, or instructor’s permission.
Computational approaches to natural language generation and understanding. Recommended preparation: some previous or concurrent exposure to AI or Machine Learning. Topics include information extraction, summarization, machine translation, dialogue systems, and emotional speech. Particular attention is given to robust techniques that can handle understanding and generation for the large amounts of text on the Web or in other large corpora. Programming exercises in several of these areas.

Spring 2018: COMS W4705
Course Number Section/Call Number Times/Location Instructor Points Enrollment
COMS 4705 001/22548 T Th 11:40am - 12:55pm 1127 Seeley W. Mudd Building Michael Collins 3 75/78

COMS W4706 Spoken Language Processing. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) or COMS W3134, W3136, or W3137; or the instructor’s permission.
Computational approaches to speech generation and understanding. Topics include speech recognition and understanding, speech analysis for computational linguistics research, and speech synthesis. Speech applications including dialogue systems, data mining, summarization, and translation. Exercises involve data analysis and building a small text-to-speech system.

COMS W4725 Knowledge representation and reasoning. 3 points.
Lect: 3 Not offered during 2017-18 academic year.
Prerequisites: (COMS W4701)
General aspects of knowledge representation (KR). The two fundamental paradigms (semantic networks and frames) and illustrative systems. Topics include hybrid systems, time, action/plans, defaults, abduction, and case-based reasoning. Throughout the course particular attention is paid to design trade-offs between language expressiveness and reasoning complexity, and issues relating to the use of KR systems in larger applications.

COMS W4731 Computer Vision. 3 points.
Lect: 3.
Prerequisites: Fundamentals of calculus, linear algebra, and C programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course.
Introductory course in computer vision. Topics include image formation and optics, image sensing, binary images, image processing
and filtering, edge extraction and boundary detection, region growing and segmentation, pattern classification methods, brightness and reflectance, shape from shading and photometric stereo, texture, binocular stereo, optical flow and motion, 2D and 3D object representation, object recognition, vision systems and applications.

Prerequisites: Any introductory course in linear algebra and any introductory course in statistics are both required. Highly recommended: COMS W4701 or knowledge of Artificial Intelligence. Topics from generative and discriminative machine learning including least squares methods, support vector machines, kernel methods, neural networks, Gaussian distributions, linear classification, linear regression, maximum likelihood, exponential family distributions, Bayesian networks, Bayesian inference, mixture models, the EM algorithm, graphical models and hidden Markov models. Algorithms implemented in MATLAB.

COMS W4733 Computational Aspects of Robotics. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) COMS W3134, W3136, or W3137.
Introduction to robotics from a computer science perspective. Topics include coordinate frames and kinematics, computer architectures for robotics, integration and use of sensors, world modeling systems, design and use of robotic programming languages, and applications of artificial intelligence for planning, assembly, and manipulation.

COMS W4735 Visual Interfaces to Computers. 3 points.
Lect: 3.

Prerequisites: (COMS W3134) and (COMS W3136) or (COMS W3137) Visual input as data and for control of computer systems. Survey and analysis of architecture, algorithms, and underlying assumptions of commercial and research systems that recognize and interpret human gestures, analyze imagery such as fingerprint or iris patterns, generate natural language descriptions of medical or map imagery. Explores foundations in human psychophysics, cognitive science, and artificial intelligence.

COMS W4737 Biometrics. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: a background at the sophomore level in computer science, engineering, or like discipline.
In this course, we will explore the latest advances in biometrics as well as the machine learning techniques behind them. Students will learn how these technologies work and how they are sometimes defeated. Grading will be based on homework assignments and a final project. There will be no midterm or final exam. This course shares lectures with COMS E6737. Students taking COMS E6737 are required to complete additional homework problems and undertake a more rigorous final project. Students will only be allowed to earn credit for COMS W4737 or COMS E6737 and not both.

COMS W4771 Machine Learning. 3 points.
Lect: 3.

Prerequisites: Approval by a faculty member who agrees to supervise the work. A second-level independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be
Computer Science - English

Computer Science - Electrical Engineering

CSEE W3827 Fundamentals of Computer Systems. 3 points.
Lect: 3.

Prerequisites: an introductory programming course. Fundamentals of computer organization and digital logic. Boolean algebra, Karnaugh maps, basic gates and components, flipflops and latches, counters and state machines, basics of combinational and sequential design. Assembly language, instruction sets, ALU’s, single-cycle and multi-cycle processor design, introduction to pipelined processors, caches, and virtual memory.

Fall 2017: CSEE W3827

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<td>CSEE 3827</td>
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<td>Martha Kim</td>
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Spring 2018: CSEE W3827

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CSEE W4119 Computer Networks. 3 points.
Lect: 3.

Corequisites: IEOR E3658,IEOR E4150
Introduction to computer networks and the technical foundations of the Internet, including applications, protocols, local area networks, algorithms for routing and congestion control, security, elementary performance evaluation. Several written and programming assignments required.

Fall 2017: CSEE W4119

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<td>CSEE 4119</td>
<td>001/74094</td>
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<td>Ethan Katz-Bassett</td>
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Spring 2018: CSEE W4119

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<td>CSEE 4119</td>
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CSEE W4140 Networking Laboratory. 3 points.
Lect: 3.

Prerequisites: (CSEE W4119) or equivalent.
In this course, students will learn how to put "principles into practice," in a hands-on-networking lab course. The course will cover the technologies and protocols of the Internet using equipment currently available to large internet service providers such as CISCO routers and end systems. A set of laboratory experiments will provide hands-on experience with engineering wide-area networks and will familiarize students with the Internet Protocol (IP), Address Resolution Protocol (ARP), Internet Control Message Protocol (ICMP), User Datagram Protocol (UDP) and Transmission Control Protocol (TCP), the Domain Name System (DNS), routing protocols (RIP, OSPF, BGP), network management protocols (SNMP, and application-level protocols (FTP, TELNET, SMTP).

Fall 2017: CSEE W4140

Computer Science

COMS W4910 Curricular Practical Training. 1 point.
Prerequisites: obtained internship and approval from faculty advisor. Only for M.S. students in the Computer Science department who need relevant work experience as part of their program of study. Final report required. This course may not be taken for pass/fail credit or audited.

COMS W4995 Special topics in computer science, I. 3 points.
Lect: 3.

Prerequisites: Instructor’s permission.
Special topics arranged as the need and availability arises. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit. Consult the department for section assignment.

COMS W4996 Special topics in computer science, II. 3 points.

Prerequisites: Instructor’s permission.
A continuation of COMS W4995 when the special topic extends over two terms.
CSEE W4823 Advanced Logic Design. 3 points.
Lect: 3.

Prerequisites: (CSEE W3827) or CSEE W3827, or a half semester introduction to digital logic, or the equivalent.

An introduction to modern digital system design. Advanced topics in digital logic: controller synthesis (Mealy and Moore machines); adders and multipliers; structured logic blocks (PLDs, PALs, ROMs); iterative circuits. Modern design methodology: register transfer level modelling (RTL); algorithmic state machines (ASMs); introduction to hardware description languages (VHDL or Verilog); system-level modelling and simulation; design examples.

CSEE W4824 Computer Architecture. 3 points.
Lect: 3.

Prerequisites: (CSEE W3827) or equivalent.


CSEE W4840 Embedded Systems. 3 points.
Lect: 3.

Prerequisites: (CSEE W4823) CSEE W4823.

Embedded system design and implementation combining hardware and software. I/O, interfacing, and peripherals. Weekly laboratory sessions and term project on design of a microprocessor-based embedded system including at least one custom peripheral. Knowledge of C programming and digital logic required.

CSEE W4868 System-on-chip platforms. 3 points.
Prerequisites: (COMS W3157) and (CSEE W3827) COMS W3157 and CSEE W3827

Design and programming of System-on-Chip (SoC) platforms. Topics include: overview of technology and economic trends, methodologies and supporting CAD tools for system-level design, models of computation, the SystemC language, transaction-level modeling, software simulation and virtual platforms, hardware-software partitioning, high-level synthesis, system programming and device drivers, on-chip communication, memory organization, power management and optimization, integration of programmable processor cores and specialized accelerators. Case studies of modern SoC platforms for various classes of applications.
institutions in New York City to connect students with the professional world.

The Department of Dance is fully accredited and in good standing with the National Association of Schools of Dance.

**Student Learning Outcomes for the Major and Minor**

Students graduating with a major in Dance should be able to attain the following outcomes:

- Apply critical thinking, reading, and writing skills to dance-related texts and choreography.
- Develop the knowledge and research skills to explore the dance past in writing, orally, and in performance.
- Present interpretations of dance-related texts orally, in writing, and in performance.
- Apply library, archival, and internet research skills to dance scholarship and choreography.
- Demonstrate improved efficiency and expressivity in dance technique.
- Demonstrate growing technical understanding and fluency in dance technique.
- Create original dances, dance/theater works or dance-based, mixed media works.
- Collaborate with an artist in the creation of original dance works.
- Participate in the creative process through the creation and interpretation of choreography.
- Apply interdisciplinary research methods to dance scholarship and choreography.
- Apply historical research methods to dance scholarship and choreography.
- Demonstrate conceptual and methodological approaches for studying world dance forms through research and writing.
- Demonstrate the ability to understand cultural and historical texts in relation to dance forms.
- Apply anatomical knowledge to movement and movement concepts.
- Evaluate the theoretical and artistic work of peers.
- Communicate with an audience in oral presentations and dance performance.
- Understand and interpret the language and form of an artist's choreography.
- Solve technical problems in dance movement.
- Apply musical knowledge to movement and choreography.
- Design choreographic movement and structures.

**Assistant Professor of Professional Practice:** Gabri Christa

**Term Associate Professor of Professional Practice:** Marjorie Folkman

**Chair, Senior Associate:** Katie Glasner

**Associate Professor:** Paul Scolieri

**Associate Professor of Professional Practice:** Colleen Thomas-Young

**Assistant Professor:** Seth Williams

**Adjunct Faculty:** Cynthia Anderson, Jennifer Archibald, Rebecca Bliss, Siobhan Burke, Maguette Camara, Antonio Carmena, Mary Carpenter, Uttara Coolawala, Melissa Fenley, Caroline Fermin, Allegra Kent, Katiti King, Melinda Marquez, Vincent Mc Cloeskey, Jodi Melnick, Margaret Morrison, Brian Reeder, Leigh Schanfein, Kathryn Sullivan, Caitlin Trainor, Ashley Tuttle, Andrea Weber

**Artists in Residence:** Katie Dorn, Shannon Gillen, Sharon Milanese, Okwui Okpokwasili, Claudia Schreier

**Technical Director and Lighting Designer:** Tricia Toliver

**Music Director:** Robert Boston

**Administrative Assistant:** Diane Roe

### Major in Dance (for students entering in Fall 2011 or later)

Majors must complete eleven academic courses (six required, five elective) and a minimum of eight 1-point technique courses. All majors write a senior thesis as part of their coursework.

The required courses for the major in dance are distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC2565</td>
<td>World Dance History</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3001</td>
<td>Western Theatrical Dance from the Renaissance to the 1960s</td>
<td>3</td>
</tr>
</tbody>
</table>

**Movement Science**

Select one or more of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC2501</td>
<td>Biomechanics for the Dancer: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2561</td>
<td>Kinesiology: Applied Anatomy for Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2562</td>
<td>Movement Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Composition**

One course in Composition must be completed before the fall of the senior year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC2564</td>
<td>Dance Composition: Content</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3565</td>
<td>Composition: Collaboration and the Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3566</td>
<td>Composition: Site Specific and Experimental Methods</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2563</td>
<td>Composition: Form, Dance/Theater</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Work**

Seniors planning to write a combined thesis must request approval from both departments and notify the Registrar. All majors must complete two semesters of senior work. The following course, which culminates in a 25-30-page written thesis and an oral presentation to the Department at the end of the semester, is required of all seniors:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC3591</td>
<td>Senior Seminar in Dance</td>
<td>4</td>
</tr>
</tbody>
</table>

In addition, all majors must take one of the following two courses, depending on whether the senior requirement is completed with a creative project or a two-semester written thesis:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC3592</td>
<td>Senior Project: Research for Dance</td>
<td>4</td>
</tr>
<tr>
<td>DNCE BC3593</td>
<td>Senior Project: Repertory for Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who are double majors may request permission to write a two-semester combined thesis.

**Electives**

Five additional 3- or 4-point courses, chosen in consultation with the major advisor, are required. Electives may be chosen from among the departmental offerings listed above or below, including additional coursework in Composition, Movement Science, and/or Senior Work beyond the major requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC2570</td>
<td>Dance in New York City</td>
<td>3-4</td>
</tr>
<tr>
<td>DNCE BC2575</td>
<td>Choreography for the American Musical</td>
<td>15-20</td>
</tr>
</tbody>
</table>

**History/Criticism:**

- DNCE BC2570 Dance in New York City
- DNCE BC2575 Choreography for the American Musical
DNCE BC2580 Tap as an American Art Form
DNCE BC3000 From Page to Stage: Interactions of Literature and Choreography
DNCE BC3200 Dance in Film
DNCE BC3567 Dance of India
DNCE BC3570 Latin American and Caribbean Dance: Identities in Motion
DNCE BC3575 George Balanchine and the Reinvention of Modern Ballet
DNCE BC3576 Dance Criticism
DNCE BC3577 Performing the Political: Embodying Change in American Performance
DNCE BC3578 Traditions of African-American Dance
DNCE BC3580 History of Social Dancing: Dance Crazes from the Waltz to Flash Mobs
DNCE BC3583 Gender and Historical Memory in American Dance of the 1930’s to the Early 1960’s
DNCE BC3980 Performing the Political: Embodying Change in American Performance
DNCE BC3981 Inventing American Modern Dance: Ruth St. Denis and Ted Shawn
DNCE BC3982 Diaghilev’s Ballets Russes and Its World

Overview of Major Requirements (11 total, plus 8 technique courses)

• 1 Movement Science
• 1 Composition
• 2 History
• 1 Senior Seminar
• 1 Senior Project (Research in Dance or Repertory for Dance)
• 5 Electives
• 8 Technique Courses

Major in Dance (for students declaring a major before Fall 2011)

Majors must fulfill an eleven-course requirement, including the DNCE BC3591 Senior Seminar in Dance and either Senior Project: Research in Dance (DNCE BC3592 Senior Project: Research for Dance) or DNCE BC3593 Senior Project: Repertory for Dance, in addition to taking a minimum of eight 1-point technique courses.

To fulfill the distribution requirements, one course must be taken in each of the following four areas:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC2501</td>
<td>Biomechanics for the Dancer: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2561</td>
<td>Kinesiology: Applied Anatomy for Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2562</td>
<td>Movement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2566</td>
<td>Composition: Site Specific and Experimental Methods</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2563</td>
<td>Composition: Form, Dance/Theater</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2564</td>
<td>Dance Composition: Content</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2565</td>
<td>Composition: Collaboration and the Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2565</td>
<td>World Dance History</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3001</td>
<td>Western Theatrical Dance from the Renaissance to the 1960s</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC2570</td>
<td>Dance in New York City</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3570</td>
<td>Latin American and Caribbean Dance: Identities in Motion</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3574</td>
<td>Inventing the Contemporary: Dance Since the 1960s</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3576</td>
<td>Dance Criticism</td>
<td>3</td>
</tr>
<tr>
<td>DNCE BC3577</td>
<td>Performing the Political: Embodying Change in American Performance</td>
<td>3</td>
</tr>
</tbody>
</table>

In consultation with the major advisor, an additional five courses should be chosen from the courses listed above or below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC2575</td>
<td>Choreography for the American Musical</td>
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</tr>
<tr>
<td>DNCE BC2580</td>
<td>Tap as an American Art Form</td>
<td></td>
</tr>
<tr>
<td>DNCE BC3000</td>
<td>From Page to Stage: Interactions of Literature and Choreography</td>
<td></td>
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<tr>
<td>DNCE BC3567</td>
<td>Dance of India</td>
<td></td>
</tr>
<tr>
<td>DNCE BC3575</td>
<td>George Balanchine and the Reinvention of Modern Ballet</td>
<td></td>
</tr>
<tr>
<td>DNCE BC3577</td>
<td>Performing the Political: Embodying Change in American Performance</td>
<td></td>
</tr>
<tr>
<td>DNCE BC3578</td>
<td>Traditions of African-American Dance</td>
<td></td>
</tr>
<tr>
<td>DNCE BC3982</td>
<td>Diaghilev’s Ballets Russes and Its World</td>
<td></td>
</tr>
</tbody>
</table>

Senior Work

All dance majors must complete two semesters of senior work. DNCE BC3591 Senior Seminar in Dance given in the fall semesters, requires a 25-30 page written thesis and an oral presentation to the Department at the end of the semester. The second semester is usually a performance project for which the
student registers in DNCE BC3593 Senior Project: Repertory for Dance. Students may also choose to do a two-semester thesis, registering in DNCE BC3592 Senior Project: Research for Dance. Students who are double majors may request permission to do a two-semester combined thesis.

Overview of Major Requirements (11 total, plus 8 technique classes)
- 1 Movement Science
- 1 Composition
- 1 History
- 1 Writing
- 1 Senior Seminar
- 1 Senior Project (Research in Dance or Repertory for Dance)
- 5 Electives
- 8 Technique Classes

Minor in Dance
Six courses constitute a minor in dance. Normally, three history/criticism and three credit-bearing performance/choreography courses are taken. (Note: 1-point technique courses do NOT count toward the Dance minor.) Courses are to be selected on the basis of consultation with full-time members of the department.

School of Engineering and Applied Sciences
Minor in Dance
The SEAS Dance Minor consists of five 3-point courses. Please note that no performance/choreography courses below count toward the non-tech requirement for SEAS students:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE BC2565</td>
<td>World Dance History</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC2570</td>
<td>Dance in New York City</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC3001</td>
<td>Western Theatrical Dance from the Renaissance to the 1960s</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC3570</td>
<td>Latin American and Caribbean Dance: Identities in Motion</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC3574</td>
<td>Inventing the Contemporary: Dance Since the 1960s</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC3576</td>
<td>Dance Criticism</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC3577</td>
<td>Performing the Political: Embodying Change in American Performance</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC3580</td>
<td>History of Social Dancing: Dance Crazes from the Waltz to Flash Mobs</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC2555</td>
<td>Ensemble Dance Repertory (Modern Dance)</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC2556</td>
<td>Ensemble Dance Repertory: Ballet</td>
<td>1</td>
</tr>
<tr>
<td>DNCE BC3571</td>
<td>Solo Repertory: Performance Styles</td>
<td>1</td>
</tr>
</tbody>
</table>

Dance Courses
DNCE BC1135 Ballet, I: Beginning. 1 point.

DNCE BC1136 Ballet, II: Advanced Beginning. 1 point.

DNCE BC1137 Ballet, II: Advanced Beginning. 1 point.

DNCE BC1138 Ballet, II: Advanced Beginning. 1 point.

DNCE BC1247 Jazz, I: Beginning. 1 point.
Prerequisites: BC1137, BC1138, BC1332, or BC1333. Intermediate level in modern or ballet technique is required.

DNCE BC1248 Jazz, I: Beginning. 1 point.
Prerequisites: BC1137, BC1138, BC1332, or BC1333. Intermediate level in modern or ballet technique is required.

DNCE BC1330 Modern, I: Beginning Modern Dance. 1 point.
Open to all beginning dancers.

DNCE BC1331 Modern, I: Beginning Modern Dance. 1 point.
Open to all beginning dancers.
DNCE BC2132 Modern, II: Advanced Beginning Modern Dance. 1 point.
Fall 2017: DNCE BC2132
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 1332</td>
<td>001/04577</td>
<td>M W 4:10pm - 5:25pm 11 Barnard Hall</td>
<td>Caroline Femin</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>DNCE 1332</td>
<td>002/07713</td>
<td>T Th 11:40am - 12:55pm 305 Barnard Hall</td>
<td>Caitlin Trainor</td>
<td>1</td>
<td>21/50</td>
</tr>
</tbody>
</table>

DNCE BC2133 Modern, II: Advanced Beginning Modern Dance. 1 point.
Spring 2018: DNCE BC1333
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 1333</td>
<td>001/03372</td>
<td>M W 4:10pm - 5:25pm 11 Barnard Hall</td>
<td>Caroline Femin</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>DNCE 1333</td>
<td>002/06540</td>
<td>T Th 11:40am - 12:55pm 305 Barnard Hall</td>
<td>Caitlin Trainor</td>
<td>1</td>
<td>30/50</td>
</tr>
</tbody>
</table>

DNCE BC1445 Tap, I: Beginning. 1 point.
Prerequisites: BC1137, BC1138, or BC1332, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.

DNCE BC1446 Tap, I: Beginning. 1 point.
Prerequisites: BC1137, BC1138, BC1332, or BC1333, or permission of the Dance Department. Intermediate level in modern or ballet technique is required.

DNCE BC2137 Ballet, III: Intermediate. 1 point.
Fall 2017: DNCE BC2137
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2137</td>
<td>001/01283</td>
<td>T Th 11:10pm - 12:25pm 11 Barnard Hall</td>
<td>Kathryn Sullivan</td>
<td>1</td>
<td>24</td>
</tr>
</tbody>
</table>

DNCE BC2138 Ballet, III: Intermediate. 1 point.
Spring 2018: DNCE BC2138
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2138</td>
<td>001/06576</td>
<td>T Th 11:10pm - 12:25pm 11 Barnard Hall</td>
<td>Kathryn Sullivan</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>DNCE 2138</td>
<td>002/06121</td>
<td>M W 8:40am - 9:55am 305 Barnard Hall</td>
<td>Ashley Tuttle</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

DNCE BC2139 Ballet, IV: High Intermediate. 1 point.
Fall 2017: DNCE BC2139
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2139</td>
<td>001/03629</td>
<td>M W 4:10pm - 5:25pm 305 Barnard Hall</td>
<td>Marjorie Folkman</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>DNCE 2139</td>
<td>002/02978</td>
<td>F 10:00am - 12:00pm 305 Barnard Hall</td>
<td>Kate Glasner</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

DNCE BC2140 Ballet, IV: High Intermediate. 1 point.
Spring 2018: DNCE BC2140
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2140</td>
<td>001/09308</td>
<td>M W 4:10pm - 5:25pm 305 Barnard Hall</td>
<td>Marjorie Folkman</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>DNCE 2140</td>
<td>002/03613</td>
<td>F 9:30am - 11:30am 305 Barnard Hall</td>
<td>Ashley Tuttle</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>

DNCE BC2143 Pointe: Intermediate to Advanced Study of Pointe Work for Ballet. 0 points.
Prerequisites: DNCE BC2137 or permission of department. Focuses on developing strength and refinement that is specific to pointe work for the intermediate and advanced ballet dancer. Permission of the instructor required.

DNCE BC2248 Jazz, II: Intermediate. 1 point.
Prerequisites: DNCE BC1247, BC1248 or permission of instructor.

DNCE BC2250 Hip Hop Dance and Culture. 1 point.
Prerequisites: Intermediate level of dance or permission of the instructor.
This Course introduces intermediate level students to urban dance styles, focusing on foundations and origins of hip-hop dance, street dance culture, and the physical vocabularies of hip-hop and freestyle dance. Classes are geared to condition the body for the rigors of hip-hop technique by developing strength, coordination, flexibility, stamina, and rhythmic awareness, while developing an appreciation of choreographic movement and structures. Compositional elements of hip-hop will be introduced and students may compose brief movement sequences. The course meets twice weekly and is held in the dance studio. Prerequisite: Intermediate level of a dance form or permission of the instructor.

DNCE BC2252 African Dance I. 1 point.
Prerequisites: Permission of instructor.
Concentrates on the dances of West Africa, including Senegal, Mali, and Guinea, and a variety of dances performed at various functions and ceremonies. Explanation of the origin and meaning of each dance will be an integral part of the material presented.
DNCE BC2253 African Dance II. 1 point.
Prerequisites: DNCE BC2252 or permission of instructor.
Fall 2017: DNCE BC2253
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2253</td>
<td>001/04932</td>
<td>T Th 10:30am - 11:30am Steu Dodge Fitness Center</td>
<td>Maguette</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Camara</td>
<td></td>
<td></td>
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</table>

Spring 2018: DNCE BC2253
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2253</td>
<td>001/07648</td>
<td>T Th 10:30am - 11:30am Steu Dodge Fitness Center</td>
<td>Maguette</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Camara</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DNCE BC2254 Classical Indian Dance. 1 point.
Principles and practices of Bharata Natyam including the adavu movement system, hasta or hand gestures, narrative techniques, or abhanaya, as well as other classical Indian dance forms.

Fall 2017: DNCE BC2254
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2254</td>
<td>001/04299</td>
<td>T Th 4:10pm - 5:25pm 306 Barnard Hall</td>
<td>Uttra</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cooflawala</td>
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<td></td>
</tr>
</tbody>
</table>

DNCE BC2255 Afro-Cuban Dance: Orisha, Rumba, Salsa. 1 point.
Prerequisites: Permission of Instructor.
This class will introduce students to the African-based folkloric and popular dances of Cuba, including Orisha, Rumba, and Salsa. In addition to learning rhythms and dances, these forms will be contextualized within the historical and contemporary significance of Afro-Cuban dance performance.

Fall 2017: DNCE BC2255
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2255</td>
<td>001/06208</td>
<td>F 3:00pm - 5:00pm 11 Barnard Hall</td>
<td>Rebecca Bliss</td>
<td>1</td>
<td>39/45</td>
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<tr>
<td></td>
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Spring 2018: DNCE BC2255
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<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 2255</td>
<td>001/00729</td>
<td>F 3:00pm - 5:00pm 11 Barnard Hall</td>
<td>Rebecca Bliss</td>
<td>1</td>
<td>38/45</td>
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<td></td>
<td></td>
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DNCE BC2332 Modern, III: Intermediate Modern Dance. 1 point.
Fall 2017: DNCE BC2332
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DNCE BC2333 Modern, II: Intermediate Modern Dance. 1 point.
Spring 2018: DNCE BC2333
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DNCE BC2333 Modern, II: Intermediate Modern Dance. 1 point.
Spring 2018: DNCE BC2333
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DNCE BC2334 Modern, IV: High Intermediate Modern Dance. 1 point.
Fall 2017: DNCE BC2334
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DNCE BC2335 Modern, IV: High Intermediate Modern Dance. 1 point.
Spring 2018: DNCE BC2335
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DNCE BC2447 Tap, II: Intermediate. 1 point.
Prerequisites: DNCE BC1445, BC1446, or Permission of instructor.

Spring 2018: DNCE BC2447
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<th>Course Number</th>
<th>Section/Call Number</th>
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DNCE BC2452 Pilates for the Dancer. 1 point.
Prerequisites: Permission of instructor or DNCE BC1330, BC1331, BC1135, BC1136.
Focus on movement practices, primarily for dancers, which introduces the concepts of Joseph Pilates, a seminal figure in creating a method of body conditioning. Learn and practice a repertory of mat work to improve body awareness, strength, flexibility, and dynamic alignment.

Fall 2017: DNCE BC2452
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<th>Section/Call Number</th>
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Spring 2018: DNCE BC2452
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DNCE BC2455 Feldenkrais for Dancers. 1 point.
Prerequisites: Permission of instructor.
Develops sensory awareness of their individual neuromuscular patterns in this practical method of attaining optimal, efficient movement. Injury prevention/recovery, improved skill acquisition, and increased strength/coordination/flexibility all result from the discovery and release of habitual rigidities. Applicable to all dance styles and activities.

DNCE BC2501 Biomechanics for the Dancer: Theory and Practice. 3 points.
Prerequisites: Basic knowledge of dance techniques in ballet or modern.
The purpose of this course is to introduce students to the fundamentals of biomechanics as it relates to various dance forms. As biomechanics is a branch of physics, the course will include basic mathematical concepts, and some knowledge of geometry and trigonometry is recommended. The course will explore applicable functional human anatomy and will cover the application of biomechanical principles to both qualitative and quantitative description of human movement. Additionally, it will provide an understanding of how biomechanics can be applied in terms of physical ability and wellness, giving students the opportunity to apply the knowledge to themselves.
DNCE BC2555 Ensemble Dance Repertory (Modern Dance). 3 points.

Prerequisites: Intermediate level technique and permission of instructor.
Study and performance of choreography using three approaches: learning excerpts from the repertory of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance.

DNCE BC2556 Ensemble Dance Repertory: Ballet. 3 points.
Prerequisites: Intermediate level technique and permission of Instructor.
The study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance.

DNCE BC2557 Evolution of Spanish Dance Style. 3 points.
Not offered during 2017-18 academic year.

Study of Spanish dance and music from late-17th century to the present. Dance and music styles including castanet technique. Through historical documents, students will experience the cultural history of Spain.

DNCE BC2558 Tap Ensemble. 3 points.

Prerequisites: Advanced or Intermediate level tap training and Permission of the Instructor.
A tap composition, improvisation, and performance class, for experienced tap dancers to develop skills in music, choreography, and creative rhythm-making.

DNCE BC2562 Movement Analysis. 3 points.
Prerequisites: An intermediate or advanced dance technique course or permission of instructor. Limited to 10. Introduction to the theories and methods of movement analysis, focusing on its application to dance performance and research. Through lectures, readings, integrative movement exercises, and observation labs, students will learn to analyze and describe the qualitative aspects of human movement; to notate movement in motif writing; and to refine their ability to move efficiently and expressively.

DNCE BC2563 Composition: Form, Dance/Theater. 3 points.
An exploration of choreography that employs text, song, vocal work, narrative and principles of artistic direction in solo and group contexts.

DNCE BC2564 Dance Composition: Content. 3 points.

Continued study of choreography as a communicative performing art form. Focuses on the exploration of ideas and meaning. Emphasis is placed on the development of personal style as an expressive medium and unity of style in each work. Group as well as solo compositions will be assigned.

DNCE BC2565 World Dance History. 3 points.

Investigates the multicultural perspectives of dance in major areas of culture, including African, Asian, Hispanic, Indian, Middle Eastern, as well as dance history of the Americas through reading, writing, viewing, and discussion of a wide range of resources. These include film, original documents, demonstration, and performance.

DNCE BC2570 Dance in New York City. 3 points.

Study of musicianship and musical literacy in relation to dance. Using computer software, drumming studies, score and audio-visual analyses, students will learn to identify the compositional elements of dance music with a multi-cultural emphasis. Presentation of individual and collective research in written and performance format.
Corequisites: BIOL BC2574
Dancers and other movers will acquire concrete, scientific information about anatomy and integrate this knowledge into their sensed experience of movement. Through readings, lecture/discussions and movement practice, students will explore: (1) structure and function of bones and joints, (2) muscles, neuromuscular function and coordination, (3) motor cognition and learning.

DNCE BC2575 Choreography for the American Musical. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Suggested DNCE BC2560, BC2566, BC2570
Explores the history and evolution of American Musical Theater dance, a uniquely American art form, with special focus on the period known as "The Golden Era." Analysis of the genre’s most influential choreographers (including Balanchine, de Mille, Robbins), their systems, methodologies and fusion of high and low art on the commercial stages.

DNCE BC2580 Tap as an American Art Form. 3 points.

Prerequisites: DNCE BC1446 or equivalent experience.
Studio/lecture format focuses on tap technique, repertory, improvisation, and the development of tap explored through American history, jazz music, films, videos, and biographies.

DNCE BC3000 From Page to Stage: Interactions of Literature and Choreography. 3 points.
A survey of how dance and embodied performance adapt textual sources and even generate text. How do moving bodies enhance or subvert words in order to tell a story, and whose story do they tell? Includes the study of plays, poems, and political speech; and of ballet, experimental dance, dance-theater, silent film, physical theater, and puppetry

DNCE BC3001 Western Theatrical Dance from the Renaissance to the 1960s. 3 points.

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance.
Prerequisites: DNCE BC2570, DNCE BC3001, FILM W3001, FILM BC3201, and permission of instructor. Survey of theatrical dance in the 20th century specific to film production. Five kinds of dance films will be examined: musicals, non-musicals, documentaries, film essays, archival recordings and choreography made solely for the camera. Survey of theatrical dance in the 20th century specific to film production. Five kinds of dance films will be examined: musicals, non-musicals, documentaries, film essays, and pure dance recording.

DNCE BC3249 Jazz, III: Advanced Jazz Dance. 1 point.
Prerequisites: DNCE BC2248 or permission of instructor.

Spring 2018: DNCE BC3249
Course Number: 001/07786
Section/Call Number: T Th 1:10pm - 2:25pm
Times/Location: 306 Barnard Hall
Instructor: Katiti King
Points: 1
Enrollment: 8

DNCE BC3249 Jazz, III: Advanced Jazz Dance. 1 point.
Prerequisites: DNCE BC2248 or permission of instructor.

Spring 2018: DNCE BC3249
Course Number: 001/07786
Section/Call Number: T Th 1:10pm - 2:25pm
Times/Location: 306 Barnard Hall
Instructor: Katiti King
Points: 1
Enrollment: 8

DNCE BC3250 Flamenco: Traditional Techniques through Contemporary Approaches. 1 point.
Prerequisites: DNCE BC1137, BC1138, BC1332, BC1333, or Permission of instructor. Intermediate level in modern or ballet technique is required.

Fall 2017: DNCE BC3250
Course Number: 001/02401
Section/Call Number: F 12:00pm - 2:00pm
Times/Location: 306 Barnard Hall
Instructor: Melinda Bronson
Points: 1
Enrollment: 6

Spring 2018: DNCE BC3250
Course Number: 001/09391
Section/Call Number: F 12:00pm - 2:00pm
Times/Location: 306 Barnard Hall
Instructor: Melinda Bronson
Points: 1
Enrollment: 9

DNCE BC3332 Modern V: Intermediate Advanced. 0-1 points.

Fall 2017: DNCE BC3332
Course Number: 001/07754
Section/Call Number: M W 8:40am - 9:55am
Times/Location: 11 Barnard Hall
Instructor: Melissa Fenley
Points: 0-1
Enrollment: 5

DNCE BC3333 Modern V: Intermediate Advanced. 1 point.
Note: This is a variable-point course (0-1 pts).

Spring 2018: DNCE BC3333
Course Number: 001/02130
Section/Call Number: T Th 10:10am - 11:25am
Times/Location: 305 Barnard Hall
Instructor: Andrea Weber
Points: 1
Enrollment: 13

DNCE BC3334 Improvisation. 1 point.
Not offered during 2017-18 academic year.

In this course we will investigate techniques from Ruth Zaporah’s Action Theater™ work, Viola Spolin’s improvisational "games," Bonnie Bainbridge Cohen’s Body-Mind Centering®, and layered improvisational prompts created by the instructor and variations suggested by the class. Together we will create our own methods to facilitate relevant performance practices.

DNCE BC3335 Modern, VI: High Advanced Modern Dance. 1 point.
Fall 2017: DNCE BC3335
Course Number: 001/03457
Section/Call Number: T Th 4:10pm - 5:25pm
Times/Location: 305 Barnard Hall
Instructor: Andrea Weber
Points: 1
Enrollment: 18

DNCE BC3336 Modern, VI: High Advanced Modern Dance. 1 point.
Spring 2018: DNCE BC3336
Course Number: 001/08226
Section/Call Number: T Th 4:10pm - 5:25pm
Times/Location: 305 Barnard Hall
Instructor: Colleen Thomas
Points: 1
Enrollment: 25

DNCE BC3338 Contact Improvisation. 1 point.
Prerequisites: Limited to twenty people. Examination of the gender-neutral partnering technique that is now common in contemporary dance. Focus is placed on recent improvisatory forms, sensation building, center connection and risk. Emphasis is placed on listening and sensing rather than controlling or leading.

Fall 2017: DNCE BC3338
Course Number: 001/05555
Section/Call Number: M W 1:10pm - 2:25pm
Times/Location: 306 Barnard Hall
Instructor: Colleen Thomas
Points: 1
Enrollment: 18

DNCE BC3339 Advanced Contact Improvisation. 1 point.
Prerequisites: DNCE BC3338 Contact Improvisation. Sophomore standing or permission of instructor required.
Examination of this gender-neutral partnering technique further exploring compositional forms as they arise from the practice. Students will also investigate a variety of set repertory dance texts that have originated from contact improvised material.

Prerequisites: Students must have experience with dance or music improvisation. Although improvisation has always been central to music and dance, it is increasingly engaged by other disciplines as a vital means of critical inquiry, experiment, and risk-taking invention. This course, blending studio practice and theoretical investigation, introduces students to the discourse and practice of improvisation with a global, multidisciplinary context.

DNCE BC3447 Tap, III: Advanced Tap Dance.
Prerequisites: DNCE BC2447, BC2448, or permission of instructor.

Fall 2017: DNCE BC3447
Course Number: 001/07793
Section/Call Number: M W 4:10pm - 5:25pm
Times/Location: 305 Barnard Hall
Instructor: Andrea Weber
Points: 1
Enrollment: 18

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by contemporary choreographers will be explored. Peer feedback and creative dialogue will be a component of every class.

DNCE BC3566 Composition: Site Specific and Experimental Methods. 3 points.
Focuses on collaborative creation as conceptual artists, choreographers, improvisers, and performers with an emphasis on site-specific projects and experimental methods.

DNCE BC3567 Dance of India. 3 points.

A range of dance genres, from the traditional to the innovative, co-exist as representations of “Indianess” in India, and beyond. Identities onstage and in films, morp as colonial, national, and global contexts change. This course zooms from micro to macro views of twentieth century staged dances as culturally inflected discourse. We review how Indian classical dance aligns with the oldest of performance texts, and with lively discourses (rasa as a performance aesthetic, Orientalism, nationalism, global recirculations) through the ages, not only in India but also in Europe, Britain and America. Throughout the course, we ask: How is culture embodied? How do historical texts configure dance today? How might they affect our thinking on mind-body, practice-theory, and traditional-contemporary divides? How does bodily patterning influence the ways that we experience our surroundings and vice versa? Can cultural imaginaries instigate action? How is gender performed? What are dance discourses?

DNCE BC3568 Latin American and Caribbean Dance: Identities in Motion. 3 points.

Not offered during 2017-18 academic year.

DNCE BC3570 Composition: Solo Repertory: Performance Styles. 3 points.
Prerequisites: Advanced or intermediate advanced level ballet technique or permission of the instructor. This Solo Repertory mini-course will explore the composition of solos anchored in the ballet vocabulary, with specific focus on creating work for a single dancer. Not more than 20 students maximum

The study of solo excerpts from classical ballet and/or modern dance repertory and the presentation of individual research in both written and performance format. Emphasis will be placed on the role that the dancer must play to facilitate the realization of the choreographer’s concept.

DNCE BC3572 Dance Production. 3 points.
Not offered during 2017-18 academic year.

DNCE BC3574 Inventing the Contemporary: Dance Since the 1960s. 3 points.

Explores modern/contemporary dance in the United States and Europe since the 1960’s. Major units are devoted to the Judson Dance Theater and its postmodernist aftermath, Tanztheater and European dance revisionism, and African-American dance and the articulation of an aesthetic of cultural hybridity.

DNCE BC3575 George Balanchine and the Reinvention of Modern Ballet. 3 points.
This course examines the life and major work of Balanchine, founder of the New York City Ballet, tracing his development as an artist, his landmark collaborations with Stravinsky, his role in defining modern ballet style and his reinvention of the modern ballerina.

DNCE BC3576 Dance Criticism. 3 points.
Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videotape sessions.

DNCE BC3577 Performing the Political: Embodying Change in American Performance. 3 points.
Exploration into the politics of performance and the performance of politics.

DNCE BC3578 Traditions of African-American Dance. 3 points.
Not offered during 2017-18 academic year.

Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity.

DNCE BC3580 History of Social Dancing: Dance Crazes from the Waltz to Flash Mobs. 3 points.

The history of social dancing from the Renaissance to the present: waltz, contradances, ragtime, jazz, disco. Topics include dance “manias”; youth and anti-dance movements; intersections between the ballroom, stage, and film; competitive, exhibition, and “flash mob” dancing. Lectures based on archival sources, film, literature, music, images, and live performances.
DNCE BC3583 Gender and Historical Memory in American Dance of the 1930's to the Early 1960's. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: One course in dance history/studies or permission of the instructor.
Explores the question of why so many women dancer/choreographers of the 1930's - to the early 1960's, including relatively well-known ones, have ended up as peripheral rather than central players in what has become the master narrative of a crucial era of the recent dance past.

DNCE BC3591 Senior Seminar in Dance. 4 points.
Research and scholarly writing in chosen topics relating to dance. Methods of investigation are drawn from prominent archival collections and personal interviews, as well as other resources. Papers are formally presented to the Dance Department upon completion.

DNCE BC3592 Senior Project: Research for Dance. 4 points.
Independent study for research and writing (35 to 50-page thesis required).

DNCE BC3593 Senior Project: Repertory for Dance. 3 points.
Independent study for preparing and performing repertory works in production to be presented in concert.

DNCE BC3602 Rehearsal and Performance in Dance. 1-3 points.
Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.
Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

Spring 2018: DNCE BC3602
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<th>Section/Call Number</th>
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<td>Brian Reeder</td>
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<td>DNCE 3602</td>
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<td>M W 6:10pm - 9:00pm 305 Barnard Hall</td>
<td>Marjorie Folkman</td>
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<td>DNCE 3602</td>
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<td>T Th 6:10pm - 9:00pm 11 Barnard Hall</td>
<td>Laina Coulby</td>
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<td>Colleen Thomas</td>
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DNCE BC3603 Rehearsal and Performance in Dance. 1-3 points.
Not offered during 2017-18 academic year.

Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.
Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3604 Rehearsal and Performance in Dance. 1-3 points.
Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.
Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3605 Rehearsal and Performance in Dance. 3 points.
Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.
Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3606 Rehearsal and Performance in Dance. 1 point.
Prerequisites: Must be declared Dance Major and junior standing. Subject to cap on studio credit. Can be taken more than once for credit.
This course is supervised by the Dance Technical Director, who will teach basic aspects of theater tech necessary to support dance production. Areas covered will include hanging and focusing lighting instruments, installing the marley floor, hanging a cyc and scrim, and operating the sound and/or lighting systems. Meetings will be arranged by the Tech Director specific to scheduling of the concert, totaling approximately 20 hours.

DNCE BC3601 Rehearsal and Performance in Dance. 1-3 points.
Not offered during 2017-18 academic year.

Prerequisites: Audition. Do not register for this course until you have been selected at the audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.
Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3608 Performing the Political: Embodying Change in American Performance. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students.
Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.
DNCE BC3981 Inventing American Modern Dance: Ruth St. Denis and Ted Shawn. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: An introductory dance or theater history course or permission of the instructor.
The life, writings, and dances of Ruth St. Denis and Ted Shawn, focusing on their pioneering role in the development of American modern dance and their radical stagings of race, class, gender, and sexuality.

DNCE BC3982 Diaghilev’s Ballets Russes and Its World. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Introductory course in dance, music, theatre history, 20th century art history or permission of instructor.
Examines the multifaceted revolution of Serge Diaghilev’s Ballets Russes and its impact on dance, music, theatre, and visual arts in the opening decades of the 20th century. Outstanding works such as Petrouchka, The Rite of Spring, Parade, Les Noces, and Prodigal Son, studied in depth, with an emphasis on artistic collaboration and the remaking of traditional dance language.

DNCE BC3984 Digital Performance. 4 points.

An intensive conceptual and practice-based inquiry into the field of digital performance – the integration of computational, interactive, new media, and mobile technologies into experimental performance practice and research – its history, central concerns, scientific breakthroughs, and transformative impact on the role of the artist and on the notion of “live” art. Limited enrolment: 15 students.

DNCE BC3560 Screendance: Composition for the Camera & Composition of the Camera. 3 points.
Prerequisites: Must have taken a Dance Department Composition course, have some dance training.
This experiential, hands-on course requires all students to choreograph, dance, and film. Focusing on single-shot film-making, the duet of the camera and the dance will create an understanding of the interaction between the two, enabling students to create a final short film.

Cross-Listed Courses - American Studies

DNCE BC2565 World Dance History. 3 points.

Investigates the multicultural perspectives of dance in major areas of culture, including African, Asian, Hispanic, Indian, Middle Eastern, as well as dance history of the Americas through reading, writing, viewing, and discussion of a wide range of resources. These include film, original documents, demonstration, and performance.
writing, viewing, and discussion of sources such as film, text, original
documentation, demonstration, and performance.

**Fall 2017: DNCE BC3001**

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<td>DNCE 3001</td>
<td>001/02201</td>
<td>M W 11:40am - 12:55pm</td>
<td>Seth Williams</td>
<td>3</td>
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<td>302 Barnard Hall</td>
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**DNCE BC3570 Latin American and Caribbean Dance: Identities in Motion. 3 points.**


Not offered during 2017-18 academic year.

Examines the history and choreographic features of Latin American and Caribbean dance forms. Dances are analyzed in order to uncover the ways in which dancing shapes national, racial, and gender identities. Focuses on the globalization of these dances in New York City.

**DNCE BC3574 Inventing the Contemporary: Dance Since the 1960s. 3 points.**


Explores modern/contemporary dance in the United States and Europe since the 1960’s. Major units are devoted to the Judson Dance Theater and its postmodernist aftermath, Tanztheater and European dance revisionism, and African-American dance and the articulation of an aesthetic of cultural hybridity.

**DNCE BC3578 Traditions of African-American Dance. 3 points.**


Not offered during 2017-18 academic year.

Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity.

**DNCE BC3583 Gender and Historical Memory in American Dance of the 1930’s to the Early 1960’s. 3 points.**


Not offered during 2017-18 academic year.

Prerequisites: One course in dance history/studies or permission of the instructor.

Explores the question of why so many women dancer/choreographers of the 1930’s - to the early 1960’s, including relatively well-known ones, have ended up as peripheral rather than central players in what has become the master narrative of a crucial era of the recent dance past.

**DNCE BC3980 Performing the Political: Embodying Change in American Performance. 4 points.**

Not offered during 2017-18 academic year.

Prerequisites: An introductory course in dance or theatre history or permission of instructor. Enrollment limited to 12 students.

Exploration into the politics of performance and the performance of politics through the lens of 20th-century American dance.

**Cross-Listed Courses - Urban Studies**

**DNCE BC2570 Dance in New York City. 3 points.**


Study of the cultural roots and historical contexts of specific communities using New York City’s dance scene as a laboratory. Students observe the social environments in which various modes of dance works are created while researching the history of dance in New York City. Course includes attendance at weekly events, lecture-demonstrations, and performances.

**Economic and Social History**

LeFrak 208
212-854-3454
Department Administrator: Robert O’Connor

**Mission**

The Economic and Social History major is an interdisciplinary major that combines economic reasoning with different historiographic approaches and quantitative analysis. The major encourages students to develop an understanding of the human experience through the record of the past and acquire intellectual tools to analyze historical changes from an economic and social perspective. Students are exposed to different ways of thinking about the origins of capitalism, the structural features of modern economies, regional differences or global diversity in long-run economic performance and socioeconomic well-being, and the challenges and opportunities facing the global economy today. By looking at both the social and the economic dimensions of the histories of one or more geographical regions, students gain a valuable interdisciplinary perspective that enables them to appreciate and think systematically and critically about the complexities of human interaction.

**Student Learning Outcomes**

Students who complete the major in Economic and Social History will be able to attain the following:

- Show fluency in basic concepts, models and tools of economic theory and economic history.
- Understand the difference between primary and secondary sources, and use and evaluate these materials through critical reading and interpretation.
- Demonstrate understanding of institutions, organizations and markets in their roles of coordinating economic and social activity.
• Use concepts or methods from multiple disciplines including economics to analyze the past.
• Articulate a well-defined research question and conduct independent research using economic reasoning and historical evidence.
• Communicate economic ideas and historical concepts effectively in written or oral form.
• Demonstrate knowledge and capacity to do in-depth research on a particular geographic area, time period, or central theme in economic and social history.
• Demonstrate knowledge of the history of economic thought, its relation to historical developments, and influence on past and present economic theory and ideas.
• Show an appreciation for different historiographic approaches to the study of economic and social history.
• Show familiarity with varied perspectives on the origins of capitalism and the diversity of economic development across regions.

Students who graduate with a major in Economic and Social History will be prepared to enter graduate programs in history, business, public policy/administration, or to pursue careers such as in public policy or business that call for diverse perspectives and skills.

This program is supervised by the Committee on Economic and Social History:

Program Committee: Alan Dye (Economics), Deborah Valenze (History), David Weiman (Economics), and Carl Wennerlind (History).

Requirements for the Major
A major in Economic History must complete the following 12 courses or their equivalents:

<table>
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<th>Code</th>
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<td>Introduction to Economic Reasoning</td>
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<td>ECON BC3041</td>
<td>Theoretical Foundations of Political Economy</td>
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<td>Intermediate Macroeconomic Theory</td>
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<td>ECHS BC2590</td>
<td>Measuring History: Empirical Approaches to Economic and Social History</td>
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<tr>
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<td>Economic History of the United States (another upper-level economic history course may be substituted, subject to economics adviser’s approval)</td>
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<td>Economic History of Europe</td>
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<td><strong>History</strong></td>
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<td><strong>Introductory Course in field of historical specialization:</strong></td>
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<td>HIST BC1062</td>
<td>Introduction to Later Middle Ages: 1050-1450</td>
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<td>HIST BC1101</td>
<td>Introduction to European History: Renaissance to French Revolution</td>
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<tr>
<td>HIST BC1302</td>
<td>Introduction to European History: French Revolution to the Present</td>
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<tr>
<td>HIST BC1401</td>
<td>Survey of American Civilization to the Civil War</td>
<td>3</td>
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<tr>
<td>HIST BC1402</td>
<td>Survey of American Civilization since the Civil War</td>
<td>3</td>
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<tr>
<td>HIST BC1760</td>
<td>Introduction to African History: 1700-Present</td>
<td>3</td>
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<tr>
<td>HIST BC1801</td>
<td>Colonialism and Nationalism in South Asia</td>
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Spring 2018: ECHS BC2590

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<td>Alan Dye</td>
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ECON BC2012 Economic History of Western Europe. 3 points.
Not offered during 2017-18 academic year.

The course is an introduction to the transformative economic developments that began in Western Europe and spread globally. It applies economic and empirical reasoning to analyze the underlying forces of modern economic development from pre-modern Europe to the Industrial Revolution and the emergence of a global economy.

ECON BC3013 Economic History of the United States. 3 points.

Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor.

Economic transformation of the United States from a small, open agrarian society in the late colonial era to the leading industrial economy of the 20th century. Emphasis is given to the quantitative, institutional, and spatial dimensions of economic growth, and the relationship between the changing structures of the economy and state.

Spring 2018: ECON BC3013
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ECON 3013  001/02211  M W 10:10am - 11:25am 407 Barnard Hall  Alan Dye  4  7
ECON 3013  002/02981  M W 10:10am - 11:25am 117 Barnard Hall  Alan Dye  4  8

ECON BC3023 Topics in Economic History. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor

Topics vary in content. Fall 2011 topic: The American Century.

ECON BC3033 Intermediate Macroeconomic Theory. 4 points.
Prerequisites: An introductory course in economics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.

Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments.

Spring 2018: ECON BC3033
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ECON 3033  001/06157  M W 10:10am - 11:25am 504 Diana Center  Andre Burgstaller  4  19
ECON 3033  002/06157  M W 10:10am - 11:25am LIT04 Diana Center  Luis Silva-Yanez  4  39/50

ECON BC3035 Intermediate Microeconomic Theory. 4 points.
Prerequisites: An introductory course in microeconomics or a combined macro/micro principles course (ECON BC1003 or ECON W1105, or the equivalent) and one semester of calculus or ECON BC1007, or permission of the instructor.

Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving.

Fall 2017: ECON BC3035
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ECON 3035  001/04588  T Th 10:10am - 11:25am 302 Barnard Hall  Lalith Munasinghe  4  41/60

Cross-Listed Courses
Economics (Barnard)

ECON BC1003 Introduction to Economic Reasoning. 3 points.

Covers basic elements of microeconomic and macroeconomic reasoning at an introductory level. Topics include Individual Constraints and Preferences, Production by Firms, Market Transactions, Competition, The Distribution of Income, Technological Progress and Growth, Unemployment and Inflation, The Role of Government in the Economy. Note: Students cannot get credit for ECON BC1003 if they have taken the Columbia introductory course ECON W1105 Principles of Economics.

Fall 2017: ECON BC1003
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ECON 1003  001/04582  M W 10:10am - 11:25am 903 Altschul Hall  Rajiv Sethi  3  47/50
ECON 1003  002/03020  T Th 8:40am - 9:55am 302 Barnard Hall  Zarghami  3  46/55
ECON 1003  003/02004  M W 11:10pm - 12:25pm LIT04 Diana Center  Pereira  3  35/50

Spring 2018: ECON BC1003
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ECON 1003  001/04582  M W 10:10am - 11:25am 302 Barnard Hall  Belinda Archibong  3  47/50
ECON 1003  002/06347  T Th 11:40am - 12:55pm 328 Milbank Hall  Pereira  3  40/50
ECON 3035  001/04588  T Th 6:10pm - 7:25pm 323 Milbank Hall Lalith Munasinghe

ECON BC3041 Theoretical Foundations of Political Economy. 3 points.

Prerequisites: An introductory course in economics or permission of the instructor.

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; Ethnics and Values.

HISTORY

HIST BC1302 Introduction to European History: French Revolution to the Present. 4 points.

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism.

HIST BC1401 Survey of American Civilization to the Civil War. 4 points.
The major theological and social concerns of 17th-century English colonists; the political and ideological process of defining an American; the social and economic forces that shaped a distinctive national identity; the nature of the regional conflicts that culminated in civil war.

HIST BC1402 Survey of American Civilization Since the Civil War. 4 points.

Examines the major intellectual and social accommodations made by Americans to industrialization and urbanization; patterns of political thought from Reconstruction to the New Deal; selected topics on post-World War II developments.

HIST BC1760 Introduction to African History: 1700-Present. 4 points.

Corequisites: Students who take this course may also take Introduction to Africa Studies: Africa Past, Present, and Future. Survey of African history from the 18th century to the contemporary period. We will explore six major themes in African History: Africa and the Making of the Atlantic World, Colonialism in Africa, the 1940s, Nationalism and Independence Movements, Post-Colonialism in Africa, and Issues in the Making of Contemporary Africa.

HIST BC1801 Colonialism and Nationalism in South Asia. 3 points.

Not offered during 2017-18 academic year.

Introduction to South Asian history (17-20 c.) that explores the colonial economy and state formation; constitution of religious and cultural identities; ideologies of nationalism and communalism, caste and gender politics; visual culture; and the South Asian diaspora.

HIST BC2116 The History of Money. 3 points.
Examining the history of money and the history of ways of thinking about money. We investigate how different monetary forms developed and how they have shaped and been shaped by culture, society, and politics. Tracing money from gift-giving societies to the European Monetary Union, the focus is on early modern Europe.
HIST BC2180 Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism. 3 points.

Examines how the Atlantic Ocean and its boundaries were tied together through the flow of people, goods, and ideas. Studies the cultures of the communities formed by merchants, pirates, and slaves; investigates how their interactions and frictions combined to shape the unique combination of liberty and oppression that characterizes early modern capitalism.

HIST BC2321 Colonial Encounters: Europe and the Culture of Empire. 3 points.

Examines the shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism.

HIST BC3062 Medieval Economic Life and Thought ca 1000 to 1500. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith.

HIST BC3119 Capitalism and Enlightenment. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Traces the lively debates amongst the major European Enlightenment figures about the formation of capitalism. Was the new market society ushering in an era of wealth and civilization or was it promoting corruption and exploitation? Particular emphasis on debates about commerce, luxury, greed, poverty, empire, slavery, and liberty.

HIST BC3332 The Politics of Leisure in Modern Europe. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Transformations in the culture of leisure from the onset of industrialization to the present day. Relations between elite and popular culture and the changing relationship between the work world and the world of leisure will be among the topics considered in such settings as the department store, the pub, the cinema, and the tourist resort.

HIST W3411 The Rise of American Capitalism. 3 points.
E-Commerce & Internet Technologies Track, Managing Emerging Technologies Track, Project Management Track, Discussion Section Required, Lab Required

Examines the social conflicts that accompanied the transformation of the United States from an agrarian republic and slave society to one of the most powerful industrial nations in the world. Particular attention will be paid to the building of new social and economic institutions and to cultural and visual representations of the nation and its people. Readings include major secondary works and primary documents. Formerly: American Society in the age of Capital, 1819-1897. Field(s): US

HIST W3503 Workers in Industrial and Post-Industrial America. 3 points.
Not offered during 2017-18 academic year.

The history of work, workers, and unions during the 20th century. Topics include scientific management, automation, immigrant workers, the rise of industrial unionism, labor politics, occupational discrimination, and working-class community life. Field(s): US

HIST BC3886 Fashion. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: At least one course in a Non-U.S. Area in History, Literature, Anthropology, Film Studies or Art History. Permission of the instructor. Enrollment limited to 15. Preregistration required.
Investigates the cultural, material and technological conditions that facilitated the development of "fashion systems" in early modern Europe, Japan and contemporary Asian diasporic communities. In the global framework, "fashion" serves as a window into the politics of self-presentation, community formation, structure of desires, and struggles over representation.

HIST BC3905 Capitalism, Colonialism, and Culture: A Global History. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of Instructor. Enrollment limited to 15. Preregistration required.
From Indian Ocean worlds of the seventeenth century, to Atlantic world slavery, to the establishment of colonies in Asia and Africa during the nineteenth century, colonization was critical to the development of metropolitan ideas regarding politics and personhood. This seminar will examine these histories, along with emerging constructions of race and gender, as precursors to debates about human rights and humanitarianism in the twentieth century.

HSEA W4884 Merchants, Markets, Modernity - China. 4 points.
From Marx's Asiatic Mode of Production to contemporary notions of Confucian capitalism, theories abound to explain China's divergence from Western patterns of political and economic development. This course critiques these theories and looks at the Chinese economy starting with its own internal logic to explore the social, cultural,
in institutional and political forces that underlay Chinese economic practice, the role of markets, merchants, labor, and the state in the making of modern China. No prerequisite.

**HIST W4434 The Atlantic Slave Trade. 4 points.**
This seminar provides an intensive introduction to the history of the Atlantic slave trade. The course will consider the impact of the traffic on Western Europe and the Americas, as well as on Africa, and will give special attention to the experiences of both captives and captors. Assignments include three short papers and a longer research paper of 20 to 25 pages. **Field(s): INTL**

**HIST W4518 Research Seminar: Columbia and Slavery. 4 points.**
In this course, students will write original, independent papers of around 25 pages, based on research in both primary and secondary sources, on an aspect of the relationship between Columbia and slavery, and its colonial predecessor King’s College, with the institution of slavery.

**HIST W4569 American Consumer Capitalism: 1800-Present. 4 points.**
This seminar studies the history of consumer capitalism in America from the early 19th century to the present. It will establish when capitalism emerged, what it meant, and how it challenged and transformed American Civilization.

### Economics

208 LeFrak Center, Barnard Hall  
212-854-3454  
212-854-8947 (fax)  
Department Administrator: Robert O’Connor

**Mission**

The primary aim of the Barnard Economics Department is to provide undergraduate liberal arts students with a rigorous, broad, and critical program in theoretical and empirical economics. To achieve this aim our curriculum

- Provides a thorough grounding in neoclassical economic theory, modern statistical method, and their applications in the traditional fields of economic science;
- Embeds that training in a broader conception of economic science and method with special emphasis on philosophical, historical, and institutional approaches that link economics with other social sciences and humanistic disciplines;
- Compares and contrasts alternative methodological approaches and types of evidence as ways of analyzing economic phenomena, evaluating policy debates, and assessing the broader social and political consequences of economic doctrines.

### Student Learning Outcomes for the Economics Major, Economics and Political Economy Tracks

Having successfully completed the major in Economics, the student will be able to attain the following outcomes:

1. Show fluency in the basic concepts, models and tools of microeconomic and macroeconomic theory;
2. Think critically about economic phenomena and economic debates by using multiple kinds of texts, evidence and conceptual approaches;
3. Apply economic reasoning to understand the causal determinants of economic events, empirical regularities, and policy proposals;
4. Apply basic skills of empirical reasoning to economic problems;
5. Demonstrate knowledge of the history of economic thought, including important doctrines, their historical context, transformation over time, and influence on contemporary economic theory and ideas;
6. Demonstrate understanding of institutions, organizations and markets in their roles of coordinating economic activity;
7. Demonstrate knowledge of the historical origins of capitalism, modern economic growth and development, patterns of inequality, and globalization;
8. Articulate a well-defined research question and conduct independent research using economic reasoning and evidence;
9. Communicate economic ideas effectively in written or oral form.

**Specific to the Economics Track**

1. Understand and apply statistical techniques to make inferences about economic hypotheses.

**Specific to the Political Economy Track**

1. Use concepts or methods from at least one disciplinary approach other than economics to analyze an economic, political or other social problem.

Barnard will allow a total of 3 points AP credit in Economics only if the following conditions are satisfied: an AP score of 4 or 5 in either Macro or Micro (or both), or an International Baccalaureate (IB) score of 5 or higher. However, students who receive AP credit for economics and who go on to pursue any of the economics department majors (or an economics minor) must still take ECON BC1003 Introduction to Economic Reasoning or its equivalent. For Statistics, Barnard will allow 3 points credit with a score of 5 on the Statistics AP exam. Economics track majors, however, will not be exempt from the statistics requirement ECON BC2411 Statistics for Economics or the equivalent, even if they receive 3 points AP credit for Statistics.

**Chair:** Sharon Harrison (Professor)  
**Professors:** André Burgstaller, Alan Dye, Perry Mehrling, Lalith Munasinghe, Rajiv Sethi (Ann Whitney Olin Professor), David Weiman (Alena Wels Hirschorn ’58 Professor)  
**Associate Professors:** Randall Reback, Ashley Timmer (Adjunct)  
**Assistant Professors:** Belinda Archibong, Dolore Bushati (Adjunct), Aboozar Hadavand (Adjunct), Sonia Pereira (Adjunct), Anja Tolonen, Homa Zarghamee  
**Associates:** Luis Silva-Yanez (Adjunct)

Other officers of the University offering courses listed below:

**Professors:** Jushan Bai, Alessandra Casella, Graciela Chichilnisky, Pierre-André Chiappori, Donald Davis, Prajit Dutta, Harrison Hong, Navin Kartik, Wojciech Kopczuk, Simon Lee, Serena Ng, Brendan O’Flaherty, Xavier Sala-i-Martin, David Weinstein  
**Associate Professor:** Lena Edlund, Katherine Ho, Qingmin Liu, Jon Steinsson, Jonathan Vogel  
**Assistant Professors:** Mark Dean, Andres Drenik, Francois Gerard, Reka Juhasz, Adam Kapor, Jose Luis Montiel Olea, Pietro Ortoleva, Mikka Rokkanen
Adjunct Professors:  Steven Ho  
Lecturers:  Tri Vi Dang, Sally Davidson, Susan Elmes, Seyhan Erden, Sunil Gulati, Ronald Miller, Caterina Musatti

Requirements for the Major

There are two tracks for the major in Economics equal in rigor, but different in scope and focus. The track in Economics emphasizes modern economic theory along with associated analytical and mathematical tools. The track in Political Economy emphasizes the roots of modern economics in the history of economic thought and the interconnections between social forces, political institutions, and economic power. Either track offers excellent preparation for graduate study in a variety of professional schools and professional careers in many areas, including business and public administration.

Prospective majors should discuss their programs with any member of the department no later than the second semester of their sophomore year. At the time of declaring the major, the student meets with the department chair and chooses a major adviser, who will advise her on the choice of program and courses. Students planning to major in Economics or Political Economy should complete both intermediate macro- and microeconomic theory by the beginning of their junior year.

Students who wish to complete a double or joint major that includes Economics should consult the chair of the department no later than the second semester of their sophomore year. At the time of declaring the major, the student meets with the department chair and chooses a major adviser, who will advise her on the choice of program and courses. Students planning to major in Economics or Political Economy should complete both intermediate macro- and microeconomic theory by the beginning of their junior year.

All majors should file the "Major Requirements Declaration" form, available from the department office by the end of their sophomore year, or as soon as possible thereafter.

Economics

The Economics track major requires twelve courses in economics, including:

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<td>ECON BC2411</td>
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</tbody>
</table>

Three electives in economics, two of which must be upper-level (that is, they must have intermediate micro- or macroeconomic theory as a prerequisite).

One of the following two options:

- ECON BC3061 Senior Thesis I
- ECON BC3062 and Senior Thesis II

* Students will not receive credit for ECON BC1007 Mathematical Methods for Economics if they have already taken ECON BC3035 Intermediate Microeconomic Theory. Such students must instead complete the mathematics requirement by taking MATH UN1201 Calculus III (Calculus III).

Political Economy

The Political Economy track major requires thirteen courses, including:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON BC1003</td>
<td>Introduction to Economic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>ECON BC1007</td>
<td>Mathematical Methods for Economics</td>
<td>4</td>
</tr>
<tr>
<td>or MATH UN1101</td>
<td>Calculus I</td>
<td></td>
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<tr>
<td>ECON BC3033</td>
<td>Intermediate Macroeconomic Theory</td>
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</tr>
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<td>ECON BC3035</td>
<td>Intermediate Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON BC3041</td>
<td>Theoretical Foundations of Political Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

Three electives in economics, two of which must be upper-level electives (that is, they must have intermediate micro- or macroeconomic theory as a prerequisite)

Three interdisciplinary electives (see further conditions below)
And one of the following two options:

- ECON BC3061 Senior Thesis I
- ECON BC3062 and Senior Thesis II
- ECON BC3063 Senior Seminar (and an additional upper-level elective in economics)

We recommend that all Political Economy track majors—especially those who plan to go on to business school or to graduate school in public administration or international relations—take ECON BC2411 Statistics for Economics or equivalent.

Interdisciplinary Electives

The three interdisciplinary electives may be taken from any Related Area of Study (listed below), or in an area approved by the major adviser. Two of the interdisciplinary electives must be "linked" to one of the economics electives taken to fulfill the major requirement, and at least one of the linked interdisciplinary electives must be at the 3000-level or higher. The remaining "unlinked" interdisciplinary elective requirement may be satisfied by taking any course in a Related Area of Study, or a statistics course, such as ECON BC2411 Statistics for Economics, STAT UN1101 Introduction to Statistics, STAT UN1201 Calculus-Based Introduction to Statistics, or ECON BC3018 Econometrics.

Linking interdisciplinary electives to economics electives: If a course is "linked," this means that it addresses subject matter that is related to the subject matter of the economics elective to which it is paired. There are many possible ways to link a course to an economics elective. A weblink to some suggestions from the department website is given below. Whether a course qualifies as a linked course must be approved by the student’s major adviser.

Related Areas of Study

Deparments
- Anthropology
- Asian and Middle Eastern Cultures
- Environmental Science
Regional or Interdisciplinary Programs
- Africana Studies
- American Studies
- Human Rights Studies
- Jewish Studies
- Science and Public Policy
- Urban Studies

Suggestions for Linking Interdisciplinary Electives to Economics Electives (http://economics.barnard.edu/majors/descriptions/political-economy-track/interdisciplinary-thematic-focus)
Follow this link (http://economics.barnard.edu/majors/descriptions/political-economy-track/interdisciplinary-thematic-focus) for a list of suggestions for Interdisciplinary Electives that link to Economics Elective Courses. It is NOT an exhaustive list. You should feel free to propose alternative courses that form similar links. All linked courses must be approved by the student’s major adviser.

Mathematics Training for the Major

The department expects all majors to have a working knowledge of arithmetic, high school algebra, and the fundamentals of analytic geometry.

Majors in the economics track may complete the mathematics requirement by taking ECON BC1007 Mathematical Methods for Economics, or MATH UN1101 Calculus I and MATH UN1201 Calculus III. Students who have received advanced placement credit or have placed out of Calculus I may take either Math Methods or Calculus III to complete the requirement. (Students with 5 on the Calculus BC test may begin with Calculus III.)

Majors in the political economy track may complete the mathematics requirement by taking ECON BC1007 Mathematical Methods for Economics or MATH UN1101 Calculus I. Students who have received advanced placement college credit for calculus have satisfied the mathematics requirement for the political economy track, however they must take an additional economics elective as a substitute for the AP credit so that the total number of courses taken for the major remains the same.

Students interested in pursuing a Ph.D. in economics should take more mathematics than required for the economics major or choose the Economics and Mathematics interdisciplinary major. Any interested student should seek guidance from the Economics and/or Mathematics faculty on which mathematics courses to take.

Requirements for the Minor

The minor in economics consists of five courses, including ECON BC1003 Introduction to Economic Reasoning or equivalent, ECON BC3033 Intermediate Macroeconomic Theory or ECON BC3035 Intermediate Microeconomic Theory, and three electives, one of which must have an intermediate micro- or macroeconomic theory course as a prerequisite.

Introductory Courses

The principles of economics; may be taken without previous study of economics.

ECON BC1003 Introduction to Economic Reasoning. 3 points.

Covers basic principles of microeconomic and macroeconomic reasoning at an introductory level. Topics include Individual Constraints and Preferences, Production by Firms, Market Transactions, Competition, The Distribution of Income, Technological Progress and Growth, Unemployment and Inflation, the Role of Government in the Economy. Note: Students cannot get credit for ECON BC1003 if they have taken the Columbia introductory course ECON W1105 Principles of Economics.

Fall 2017: ECON BC1003

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 1003 | 001/04582 | M W 10:10am - 11:25am 903 Altschul Hall | Rajiv Sethi | 3 | 47/50
ECON 1003 | 002/03020 | T Th 8:40am - 9:55am 302 Barnard Hall | Homa Zarghaminejad | 3 | 46/55
ECON 1003 | 003/02004 | M W 1:10pm - 2:25pm 1L104 Diana Center | Sonia Pereira | 3 | 35/50

Spring 2018: ECON BC1003

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 1003 | 001/04582 | T Th 10:10am - 11:25am 302 Barnard Hall | Belinda Archibong | 3 | 47/50
ECON 1003 | 002/06347 | T Th 11:40am - 12:55pm 328 Milbank Hall | Sonia Pereira | 3 | 40/50

ECON BC1007 Mathematical Methods for Economics. 4 points.

Covers basic mathematical methods required for intermediate theory courses and upper level electives in economics, with a strong emphasis on applications. Topics include simultaneous equations, functions, partial differentiation, optimization of functions of more than one variable, constrained optimization, and financial mathematics. This course satisfies the Calculus requirement for the Economics major. NOTE: students who have previously taken Intermediate Micro Theory (ECON BC3035 or the equivalent) are *not* allowed to take Math Methods for Economics.

Fall 2017: ECON BC1007

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 1007 | 001/04511 | M W 10:10am - 11:25am 302 Barnard Hall | Sharon Harrison | 4 | 30

Spring 2018: ECON BC1007

Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 1007 | 001/03020 | M W 10:10am - 11:25am 405 Milbank Hall | Sharon Harrison | 4 | 92
General Courses

May be taken with minimal previous study of economics.

ECON BC2010 The Economics of Gender. 3 points.
Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons.

ECON BC2012 Economic History of Western Europe. 3 points.

The course is an introduction to the transformative economic developments that began in Western Europe and spread globally. It applies economic and empirical reasoning to analyze the underlying forces of modern economic development from pre-modern Europe to the Industrial Revolution and the emergence of a global economy.

ECON BC2020 Introduction to Development Economics. 3 points.
Students will be introduced to current issues within development economics, and to fundamental economic concepts explaining economic growth. It will discuss the crosscutting themes of gender equality and environmental sustainability, while approaching topics within economic growth, population growth, human capital, health, agriculture, urbanization, natural resources, conflict, and institutions.

ECON UN2029 FED Challenge Workshop. 1 point.
Prerequisites: (ECON UN1105)
The workshop prepares students to compete in the annual College Fed Challenge sponsored by the Federal Reserve. Topics covered include macroeconomic and financial conditions, monetary policy, financial stability and the Federal Reserve System.

ECON BC2075 Logic and Limits of Economic Justice. 3 points.
Prerequisites: Introduction to Economic Reasoning (ECON BC 1003) or Principles of Economics (ECON W1105). An introductory course in political theory or political philosophy is strongly recommended, but not required.
Introduction students to problems of economic justice under capitalism. Course has three goals: (1) expose students to debates between economics and philosophers about the meaning and nature of justice, (2) explore conflict between efficiency and justice, (3) examine implications of justice for gender equality, intergenerational equity and climate change.

IEOR E2261 Introduction to Accounting and Finance. 3 points.
Lect: 3.
Prerequisites: (ECON UN1105)
For undergraduates only. This course is required for all undergraduate students majoring in IE, OR:EMS, OR:FE and OR. This course examines the fundamental concepts of financial accounting and finance, from the perspective of both managers and investors. Key topics covered in this course include principles of accrual accounting; recognizing and recording accounting transactions; preparation and analysis of financial statements, including balance sheets, income statements, cash flow statements, and statements of owners' equity; ratio analysis; pro-forma projections; time value of money (present values, future values and interest/discount rates); inflation; discounted-cash-flow (DCF) project evaluation methods; deterministic and probabilistic measures of risk; capital budgeting.

ECON BC2411 Statistics for Economics. 4 points.
Prerequisites: (ECON UN1105)
This course is required for all undergraduates majoring in IE, OR:EMS, OR:FE and OR. This course examines the fundamental concepts of financial accounting and finance, from the perspective of both managers and investors. Key topics covered in this course include principles of accrual accounting; recognizing and recording accounting transactions; preparation and analysis of financial statements, including balance sheets, income statements, cash flow statements, and statements of owners' equity; ratio analysis; pro-forma projections; time value of money (present values, future values and interest/discount rates); inflation; discounted-cash-flow (DCF) project evaluation methods; deterministic and probabilistic measures of risk; capital budgeting.

ECON BC2411 Statistics for Economics. 4 points.
Prerequisites: (ECON UN1105)
This course is required for all undergraduates majoring in IE, OR:EMS, OR:FE and OR. This course examines the fundamental concepts of financial accounting and finance, from the perspective of both managers and investors. Key topics covered in this course include principles of accrual accounting; recognizing and recording accounting transactions; preparation and analysis of financial statements, including balance sheets, income statements, cash flow statements, and statements of owners' equity; ratio analysis; pro-forma projections; time value of money (present values, future values and interest/discount rates); inflation; discounted-cash-flow (DCF) project evaluation methods; deterministic and probabilistic measures of risk; capital budgeting.

Quantitative Methods

These courses are required for the Economics track and are optional for the Political Economy track.

ECON BC2411 Statistics for Economics. 4 points.
Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures.
ECON BC3018 Econometrics. 4 points.
Prerequisites: ECON BC3033 or ECON BC3035, and ECON BC2411 or STAT W1111 or STAT W1211, or permission of the instructor.
Specification, estimation and evaluation of economic relationships using economic theory, data, and statistical inference; testable implications of economic theories; econometric analysis of topics such as consumption, investment, wages and unemployment, and financial markets.

Core Theory Courses
The courses listed below, required of both Political Economy and Economics track majors, constitute the core of the Barnard Economics major.

ECON BC3033 Intermediate Macroeconomic Theory. 4 points.
Prerequisites: An introductory course in microeconomics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.
Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments.

ECON BC3035 Intermediate Microeconomic Theory. 4 points.
Prerequisites: An introductory course in microeconomics or a combined macro/micro principles course (ECON BC1003 or ECON W1105, or the equivalent) and one semester of calculus or ECON BC1007, or permission of the instructor.
Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving.

Upper-Level Elective Courses
The following economics elective courses have as a minimum either ECON BC3033, ECON BC3035, or both as prerequisites.

ECON BC3041 Theoretical Foundations of Political Economy. 3 points.
Prerequisites: An introductory course in economics or permission of the instructor. Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism.
relationship between the changing structures of the economy and state.

Spring 2018: ECON BC3013

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<th>Course Number</th>
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<th>Instructor</th>
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<td>001/02981</td>
<td>M W 10:10am - 11:25am</td>
<td>David Weiman</td>
<td>3</td>
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<td>L104 Diana Center</td>
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</table>

ECON BC3017 Economics of Business Organization. 3 points. Not offered during 2017–18 academic year.

Prerequisites: ECON BC3035 or permission of the instructor. Economics of firm organization and the evolution of the modern business enterprise. The function of organizations in coordinating the use of economic resources. The role of technology, labor, management, and markets in the formation of the business enterprise. Includes international comparisons and attention to alternative economic theories on the role of business organizations on national competitive advantage.

ECON BC3019 Labor Economics. 3 points. Not offered during 2017–18 academic year.

Prerequisites: ECON BC3035, or permission of the instructor. Factors affecting the allocation and remuneration of labor; population structure; unionization and monopoly; education and training, mobility and information; sex and race discrimination; unemployment; and public policy.

Fall 2017: ECON BC3019

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<th>Course Number</th>
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Prerequisites: ECON BC3035 or ECON BC3033 (or their equivalents), or permission of the instructor. An introduction to the transformative economic developments that began in Western Europe and spread globally. This course applies economic and empirical reasoning to analyze the industrial revolution, its underlying causes and consequences, from pre-modern times to the 20th-century emergence of a global economy.

Fall 2017: ECON BC3022

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
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ECON BC3023 Topics in Economic History. 3 points. Not offered during 2017–18 academic year.

Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor. Topics vary in content. Fall 2011 topic: The American Century.

ECON BC3024 Migration and Economic Change. 3 points. Not offered during 2017–18 academic year.

Prerequisites: (ECON BC 3035) or (ECON BC 3033)

This course examines a wide variety of topics about migration and its relationship to economic development, globalization, and social and economic mobility. At its core, this course reflects a key reality: that the movement of people—within regions, within countries, and across borders—is both the result of and impetus for economic change.

ECON UN3025 Financial Economics. 3 points. Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 Institutional nature and economic function of financial markets. Emphasis on both domestic and international markets (debt, stock, foreign exchange, eurobond, eurocurrency, futures, options, and others). Principles of security pricing and portfolio management; the Capital Asset Pricing Model and the Efficient Markets Hypothesis.

Fall 2017: ECON UN3025

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<th>Course Number</th>
<th>Section/Call Number</th>
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<th>Instructor</th>
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<td>001/73730</td>
<td>T Th 11:40am - 12:55pm</td>
<td>Gernot Mueller</td>
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Spring 2018: ECON UN3025

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<td>ECON 3025</td>
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<td>Ira C. Alonso</td>
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<td>501 Schermerhorn Hall</td>
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</table>

ECON BC3031 Economics of Life. 3 points. Prerequisites: ECON BC3035 This course covers an immense variety of topics in what might be called demographic economics. Included are dating and marriage, along with the economics of beauty; fertility and its avoidance; how people use their time, and what determines those uses, including some discussion of labor-force behavior; interactions among family members—bargaining in the household and with family members outside the household; divorce; the economics of addiction, to such agents as alcohol, other drugs, tobacco and even work; religion, including its effects on economic outcomes; and death, including how we die, how long we live, and the nature and determinants of bequests. The central unifying feature throughout the course is the concentration on the economics of these activities and outcomes—the roles of incentives and institutions in affecting them.

ECON BC3029 Empirical Development Economics. 3 points. Prerequisites: (ECON BC3035 or ECON BC3033) and ECON UN3412 ECON BC3035 or ECON BC3033 and Econometrics, or permission of the instructor. Examination of new challenges in the global economy from unequal income distribution and poor institutions to health epidemics and natural disasters. Accessing and analyzing real-time and historic data to understand the current global economy. Applied econometric techniques.

ECON BC3038 International Money and Finance. 3 points. Prerequisites: ECON BC3033. Introduction to balance of payments and exchange rate theory; capital mobility and expectations; internal and external adjustment under fixed and flexible exchange rates; international financial markets; capital mobility and expectations; international policy coordination and optimum currency areas; history of the international monetary system.

Fall 2017: ECON BC3038

<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>001/07603</td>
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</table>
ECON 3038 001/03989  T Th 1:10pm - 2:25pm  202 Altschul Hall  Andre 3 58/105

ECON BC3039 Environmental and Natural Resource Economics. 3 points.
Prerequisites: ECON BC1003 or ECON W1105. Prerequisite for Economics majors: ECON BC3035.
Link between economic behavior and environmental quality: valuation of non-market benefits of pollution abatement; emissions standards; taxes; and transferable discharge permits. Specific problems of hazardous waste; the distribution of hazardous pollutants across different sub-groups of the U.S. population; the exploitation of commonly owned natural resources; and the links between the environment, income distribution, and economic development.

Spring 2018: ECON BC3039
<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>001/08879</td>
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<td>Belinda</td>
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ECON BC3045 Business Cycles. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3035.
Theories and policy implications of business cycles. IS/LM, AS/AD and the Phillips Curve; dynamic general equilibrium models based on microfoundations including the Real Business Cycle model; New Keynesian models; models of the political business cycle. Particular episodes in the macroeconomic history of the US will provide case studies in which to study these models and the application of policies within.

ECON BC3047 International Trade. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3035.
Causes and consequences of international trade and investment. Theoretical models of trade. Trade policy including restrictions or regulations on international trade and the effects of such policies on economic welfare, economic growth and wage inequality. Multinationals, foreign direct investment, and some aspects of the current debate on globalization.

ECON BC3099 Independent Study. 1-3 points.
Prerequisites: ECON BC3035 or ECON BC3035 or permission of the instructor.
Topic(s), requirements, workload and point value to be determined in consultation with faculty advisor. Forms available at the Office of the Registrar.

ECON UN3265 The Economics of Money and Banking. 3 points.
Prerequisites: ECON BC3033 and ECON BC3035 or the equivalent.
Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.

Fall 2017: ECON UN3265
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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>001/05382</td>
<td>M W 2:40pm - 3:55pm 202 Altschul Hall</td>
<td>Jose Cao-Ahira</td>
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Spring 2018: ECON UN3265
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<td>ECON 3265</td>
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<td>M W 4:10pm - 5:25pm</td>
<td>Tri-Vi Dang</td>
<td>3</td>
<td>111/130</td>
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ECON BC3270 Topics in Money and Finance. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON BC3033 and ECON BC3035. Limited to 25 students.
Classic questions in monetary economics, including but not limited to: inside and outside money, financial crisis and hyperinflation, central banking and the payments system, liquidity and market making, monetary policy and exchange rates.

ECON GU4235 HISTORICAL FOUNDATIONS OF MODERN ECONOMICS: Adam Smith to J M Keynes. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: ECON UN3211 and ECON UN3213
A survey of some of the major intellectual developments that have created the discipline of economics. Particular attention to the works of Adam Smith, Alfred Marshall, Irving Fisher, and J. M. Keynes.

Senior Requirement
Economics majors must take EITHER Senior Thesis I and Senior Thesis II OR a Senior Seminar plus an additional upper-level economics elective.

ECON BC3061 Senior Thesis I. 4 points.
Prerequisites: Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors.
Exceptions to these prerequisites may be granted by the chair of the department only.
Tutorials and conferences on the research for and writing of the senior thesis. This is the 1st semester of a two-semester course sequence.

Fall 2017: ECON BC3061
<table>
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<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
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<td>Sonia Pereira</td>
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<td>ECON 3061</td>
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<td>Th 2:10pm - 4:00pm 303 Altschul Hall</td>
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<td>ECON 3061</td>
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Spring 2018: ECON BC3061
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<td>ECON 3061</td>
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<td>0. FACULTY</td>
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</tr>
</tbody>
</table>

ECON BC3062 Senior Thesis II. 4 points.
Prerequisites: Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors.
Exceptions to these prerequisites may be granted by the chair of the department only.
Tutorials and conferences on the research for and writing of the senior thesis. This is the 2nd semester of a two-semester course sequence.

Spring 2018: ECON BC3062
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<td></td>
<td>Sonia Pereira</td>
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<tr>
<td>ECON 3062</td>
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<td>Th 2:10pm - 4:00pm 117 Barnard Hall</td>
<td>Randall</td>
<td>4</td>
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<tr>
<td>ECON 3062</td>
<td>003/08224</td>
<td></td>
<td>David Weiman</td>
<td>4</td>
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</tbody>
</table>
ECON BC3063 Senior Seminar. 4 points.
Prerequisites: Permission of the instructor and the completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only. Seminar sections are limited to 15 students. A topic in economic theory or policy of the instructor’s choice. See department for current topics and for senior requirement preference forms.

Cross-Listed Courses

Economics

ECON UN1105 Principles of Economics. 4 points.
Corequisites: ECON UN1155
How a market economy determines the relative prices of goods, factors of production, and the allocation of resources and the circumstances under which it does it efficiently. Why such an economy has fluctuations and how they may be contolled.

ECON UN2105 The American Economy. 3 points.
Prerequisites: ECON UN1105
The course surveys issues of interest in the American economy, including economic measurement, well-being and income distribution, business cycles and recession, the labor and housing markets, saving and wealth, fiscal policy, banking and finance, and topics in central banking. We study historical issues, institutions, measurement, current performance and recent research.

STEM BC2223 Computer Programming for the Behavioral Sciences. 4 points.
Students will learn how to write computer programs that can test theories and predictions that arise in the behavioral sciences. For students with little or no programming background.

ECON UN2257 Global Economy. 3 points.
Prerequisites: ECON UN1105
Covers five areas within the general field of international economics: (i) microeconomic issues of why countries trade, how the gains from trade are distributed, and protectionism; (ii) macroeconomic issues such as exchange rates, balance of payments and open economy macroeconomic adjustment, (iii) the role of international institutions (World Bank, IMF, etc); (iv) economic development and (v) economies in transition.

ECON UN3025 Financial Economics. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201
ECON 3025 001/01678 M W 2:40pm - 3:55pm 405 Milbank Hall Jose Cao-Alvira 3 90/110
ECON 3025 002/66412 T Th 2:40pm - 3:55pm 501 Schermerhorn Hall Irasema Alonso 3 106/110

ECON UN3211 Intermediate Microeconomics. 4 points.
Prerequisites: ECON UN1105 and MATH UN1101 and (MATH UN1201 or MATH UN1207)
The determination of the relative prices of goods and factors of production and the allocation of resources.

Fall 2017: ECON UN3211
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3211 001/19494 M W 8:40am - 9:55am 702 Hamilton Hall Qingmin Liu 4 66/86
ECON 3211 002/63203 M W 10:10am - 11:25am 717 Hamilton Hall Qingmin Liu 4 80/86
ECON 3211 003/10417 T Th 1:10pm - 2:25pm 310 Fayerweather Susan Elmes 4 86/96

Spring 2018: ECON UN3211
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3211 001/28553 M W 11:40am - 12:55pm 602 Hamilton Hall Ingmar Nyman 4 87/86
ECON 3211 002/25793 M W 11:40am - 12:55pm 717 Hamilton Hall Caterina Musatti 4 72/86
ECON 3211 003/17455 T Th 2:40pm - 3:55pm 517 Hamilton Hall Wouter Vergote 4 78/86
ECON 3211 004/26033 T Th 4:10pm - 5:25pm 517 Hamilton Hall Wouter Vergote 4 57/86

ECON UN3213 Intermediate Macroeconomics. 4 points.
Prerequisites: (MATH UN1101 or MATH UN1207) and ECON UN1105 or the equivalent.
Corequisites: MATH UN1201
This course covers the determination of output, employment, inflation and interest rates. Topics include economic growth, business cycles, monetary and fiscal policy, consumption and savings and national income accounting.

Fall 2017: ECON UN3213
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3213 001/24603 T Th 4:10pm - 5:25pm 329 Pupin Laboratories Irasema Alonso 4 71/100
ECON 3213 002/14776 M W 11:40am - 12:55pm 417 International Affairs Bldg Xavier Sala-I-Martin 4 302/350

Spring 2018: ECON UN3213
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3213 001/22211 M W 8:40am - 9:55am 717 Hamilton Hall Stephanie Schmitt-Grohe 4 33/86
ECON 3213 002/69791 T Th 10:10am - 11:25am Ren Kraft Center Jon Steinsson 4 108/110
ECON 3213 003/28577 M W 10:10am - 11:25am 717 Hamilton Hall Stephanie Schmitt-Grohe 4 57/86

ECON UN3265 The Economics of Money and Banking. 3 points.
Prerequisites: ECON BC3033 and ECON BC3035 or the equivalent. Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.

Fall 2017: ECON UN3265
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3265 001/05362 M W 2:40pm - 3:55pm 202 Altschul Hall Jose Cao-Alvira 3 85

Spring 2018: ECON UN3265
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3265 001/60204 M W 4:10pm - 5:25pm 207 Mathematics Building Tri Vi Dang 3 111/130

ECON UN3412 Introduction To Econometrics. 4 points.
Prerequisites: (ECON UN3211 or ECON UN3213) and (MATH UN1201 or MATH UN1207) and STAT UN1201
Modern econometric methods; the general linear statistical model and its extensions; simultaneous equations and the identification problem; time series problems; forecasting methods; extensive practice with the analysis of different types of data.

Fall 2017: ECON UN3412
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3412 001/67565 M W 2:40pm - 3:55pm 703 Hamilton Hall Gregory Cox 4 27/54
ECON 3412 002/19916 M W 2:40pm - 3:55pm 717 Hamilton Hall Jushan Bai 4 71/86
ECON 3412 003/77224 T Th 2:40pm - 3:55pm 602 Hamilton Hall Seyhan Erden 4 80/86

Spring 2018: ECON UN3412
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 3412 001/27923 M W 1:10pm - 2:25pm 702 Hamilton Hall Seyhan Erden 4 91/86
ECON 3412 002/62682 M W 2:40pm - 3:55pm 717 Hamilton Hall Seyhan Erden 4 89/86
ECON 3412 003/23495 T Th 10:10am - 11:25am 517 Hamilton Hall Simon Lee 4 60/86

ECON GU4020 Economics of Uncertainty and Information. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201
Topics include behavior uncertainty, expected utility hypothesis, insurance, portfolio choice, principle agent problems, screening and signaling, and information theories of financial intermediation.

Fall 2017: ECON GU4020
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 4020 001/24501 T Th 4:10pm - 5:25pm 517 Hamilton Hall Pierre-Andre Chiappori 3 18/60

ECON GU4211 Advanced Microeconomics. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213 and MATH UN2010
Corequisites: MATH UN2500, MATH GU4061
The course provides a rigorous introduction to microeconomics. Topics will vary with the instructor but will include consumer theory, producer theory, general equilibrium and welfare, social choice theory, game theory and information economics. This course is strongly recommended for students considering graduate work in economics.

Spring 2018: ECON GU4211
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ECON 4211 001/22643 M W 4:10pm - 5:25pm 417 Mathematics Building Susan Elmes 3 23/64

ECON GU4213 Advanced Macroeconomics. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010
An introduction to the dynamic models used in the study of modern macroeconomics. Applications of the models will include theoretical issues such as optimal lifetime consumption decisions and policy issues such as inflation targeting. This course is strongly recommended for students considering graduate work in economics.

ECON GU4228 Urban Economics. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213

ECON GU4230 Economics of New York City. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213 and STAT Un1201
This course takes New York as our laboratory. Economics is about individual choice subject to constraints and the ways that choices sum up to something often much more than the parts. The fundamental feature of any city is the combination of those forces that bring people together and those that push them apart. Thus both physical and social space will be central to our discussions. The underlying theoretical and empirical analysis will touch on spatial aspects of urban economics, regional, and even international economics. We will aim to see these features in New York City taken as a whole, as well as in specific neighborhoods of the city. We will match these theoretical and empirical analyses with readings that reflect close observation of specific subjects. The close observation is meant to inspire you to probe deeply into a topic in order that the tools and approaches of economics may illuminate these issues in a fresh way.

ECON GU4251 Industrial Organization. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213
The study of industrial behavior based on game-theoretic oligopoly models. Topics include pricing models, strategic aspects of business practice, vertical integration, and technological innovation.

ECON GU4280 Corporate Finance. 3 points.
Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201
An introduction to the economics principles underlying the financial decisions of firms. The topics covered include bond and stock valuations, capital budgeting, dividend policy, market efficiency, risk valuation, and risk management. For information regarding REGISTRATION for this course, go to: http://econ.columbia.edu/registration-information.
tools (for example, cap-and-trade regulations for pollution). The second part discusses collective decision-making, in particular voting and its properties and pathologies. The final part discusses economic inequality and government’s role in addressing it.

**ECON GU4465 Public Economics. 3 points.**
Prerequisites: ECON UN3211 and ECON UN3213

**ECON GU4480 Gender and Applied Economics. 3 points.**
Prerequisites: ECON UN3211 and ECON UN3213
This course studies gender gaps, their extent, determinants and consequences. The focus will be on the allocation of rights in different cultures and over time, why women’s rights have typically been more limited and why most societies have traditionally favored males in the allocation of resources.

**ECON GU4500 International Trade. 3 points.**
Prerequisites: ECON UN3211 and ECON UN3213
The theory of international trade, comparative advantage and the factor endowments explanation of trade, analysis of the theory and practice of commercial policy, economic integration. International mobility of capital and labor; the North-South debate.

**ECON GU4526 Transition Reforms, Globalization and Financial Crisis. 3 points.**
Not offered during 2017-18 academic year.
Prerequisites: ECON W3211 and W3213.
Covers reform issues in transition economies such as price liberalization, currency reform, asset privatization, macroeconomic stabilization, trade liberalization and exchange rate policies, and foreign resource flows with suitable examples from the experience of the transition economies of Russia, the post-Soviet states, East-central Europe, China and Vietnam.

**ECON GU4750 Globalization and Its Risks. 3 points.**
Prerequisites: ECON UN3211 and ECON UN3213
The world is being transformed by dramatic increases in flows of people, goods and services across nations. Globalization has the potential for enormous gains but is also associated to serious risks. The gains are related to international commerce where the industrial countries dominate, while the risks involve the global environment, poverty and the satisfaction of basic needs that affect in great measure the developing nations. Both are linked to a historical division of the world into the North and the South-the industrial and the developing nations. Key to future evolution are (1) the creation of new markets that trade privately produced public goods, such as knowledge and greenhouse gas emissions, as in the Kyoto Protocol; (2) the updating of the Breton Woods Institutions, including the creation of a Knowledge Bank and an International Bank for Environmental Settlements.
ECON 4527 Economic Organization and Development of China. 3 points.
Prerequisites: ECON W3211 and W3213.
An analytical survey of the economic organization of China, with reference to population and land resources, agriculture, industries, transportation, trade, and finance. The social and cultural forces affecting economic development.

Industrial Engineering and Operations Research
IEOR E2261 Introduction to Accounting and Finance. 3 points.
Lect: 3.
Prerequisites: (ECON UN1105)
For undergraduates only. This course is required for all undergraduate students majoring in IE, OR:EMS, OR:FE and OR. This course examines the fundamental concepts of financial accounting and finance, from the perspective of both managers and investors. Key topics covered in this course include principles of accrual accounting; recognizing and recording accounting transactions; preparation and analysis of financial statements, including balance sheets, income statements, cash flow statements, and statements of owners’ equity; ratio analysis; pro-forma projections; time value of money (present values, future values and interest/discount rates); inflation; discounted-cash-flow (DCF) project evaluation methods; deterministic and probabilistic measures of risk; capital budgeting.

Economics & Mathematics
208 LeFrak Center, Barnard Hall
212-854-3454
Department Administrator: Robert O’Connor

Mission
The Economics and Mathematics major provides the student with a grounding in economic theory comparable to that provided by the general economics major and exposes the student to rigorous and extensive training in mathematics. The program will be particularly useful for students planning to do graduate work in economics, which frequently demands greater mathematical training than that acquired through the minimum requirements of the basic economics degree.

Economics Department Representative: Sharon Harrison
Mathematics Department Representative: David Bayer

Requirements for the Major
A major in Economics and Mathematics must complete the following 15 courses or their equivalents:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>ECON 101</td>
<td>Introduction to Economic Reasoning</td>
<td>3</td>
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<tr>
<td>ECON 3018</td>
<td>Econometrics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3033</td>
<td>Intermediate Macroeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3035</td>
<td>Intermediate Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECON 3041</td>
<td>Theoretical Foundations of Political Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:
- ECON 3062 Senior Thesis (two semesters of the Senior Thesis are optional)
- ECON 3063 Senior Seminar

Two economics electives with an intermediate micro- or macroeconomy course as prerequisite

Mathematics (7 courses)

<table>
<thead>
<tr>
<th>Code</th>
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<td>MATH 102</td>
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<td>MATH 1201</td>
<td>Calculus III</td>
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<tr>
<td>MATH 2010</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2500</td>
<td>Analysis and Optimization</td>
<td>3</td>
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<tr>
<td>SIEO 3600</td>
<td>Introduction to Probability and Statistics (or STAT GU4001)</td>
<td>4</td>
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</table>

Two electives at or above the 2000 level

Cross-Listed Courses
Economics (Barnard)
ECON 3018 Econometrics. 4 points.
Prerequisites: ECON BC3033 or ECON BC3035, and ECON BC2411 or STAT W1111 or STAT W1211, or permission of the instructor. Specification, estimation and evaluation of economic relationships using economic theory, data, and statistical inference; testable implications of economic theories; econometric analysis of topics such as consumption, investment, wages and unemployment, and financial markets.

<table>
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<td>Econometrics</td>
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<td>ECON 3035</td>
<td>Intermediate Microeconomic Theory</td>
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<tr>
<td>ECON 3041</td>
<td>Theoretical Foundations of Political Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:
- ECON 3062 Senior Thesis (two semesters of the Senior Thesis are optional)
- ECON 3063 Senior Seminar

Two economics electives with an intermediate micro- or macroeconomy course as prerequisite

Mathematics (7 courses)

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<tr>
<td>MATH 2500</td>
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<tr>
<td>SIEO 3600</td>
<td>Introduction to Probability and Statistics (or STAT GU4001)</td>
<td>4</td>
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Two electives at or above the 2000 level

* MATH UN3951 Undergraduate Seminars in Mathematics I, or an equivalent approved by the Chairs of the Mathematics and Economics departments is an acceptable alternative to ECON BC3063 Senior Seminar.
** MATH GU4001 Introduction To Modern Analysis I is an acceptable alternative to MATH UN2500 Analysis and Optimization.
*** MATH UN2030 Ordinary Differential Equations is an approved Mathematics elective. Also approved is MATH UN3951 Undergraduate Seminars in Mathematics I.

Students must obtain approval from each department representative before selecting electives. In exceptional cases, these may be from related fields; other courses can be taken with prior approval.
ECON BC3033 Intermediate Macroeconomic Theory. 4 points.
Prerequisites: An introductory course in economics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.
Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments.

Fall 2017: ECON BC3033
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3033 | 001/06157 | T Th 6:10pm - 7:25pm, 504 Diana Center | Andre Bungstaller | 4 | 19
Spring 2018: ECON BC3033
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3033 | 001/06157 | M W 1:10pm - 2:25pm, Li104 Diana Center | Luis Silva-Yanez | 4 | 39/50

ECON BC3035 Intermediate Microeconomic Theory. 4 points.
Prerequisites: An introductory course in microeconomics or a combined macro/micro principles course (ECON BC1003 or ECON W1105, or the equivalent) and one semester of calculus or ECON BC1007, or permission of the instructor.
Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving.

Fall 2017: ECON BC3035
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3035 | 001/04588 | T Th 4:10pm - 5:25pm, 302 Barnard Hall | Lalith Munasinghe | 4 | 41/60
Spring 2018: ECON BC3035
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3035 | 001/04588 | T Th 6:10pm - 7:25pm, 323 Milbank Hall | Lalith Munasinghe | 4 | 32/50

ECON BC3041 Theoretical Foundations of Political Economy. 3 points.
Prerequisites: An introductory course in economics or permission of the instructor.
Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism.

Fall 2017: ECON BC3041
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3041 | 001/07742 | T Th 10:10am - 11:25am, 328 Milbank Hall | David Weiman | 3 | 33/45
ECON 3041 | 002/08111 | T Th 8:40am - 9:55am, Li104 Diana Center | Belinda Archibong | 3 | 34/45
Spring 2018: ECON BC3041
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3041 | 001/07742 | M W 4:10pm - 5:25pm, 323 Milbank Hall | Sonia Pereira | 3 | 47/48

ECON BC3061 Senior Thesis I. 4 points.
Prerequisites: Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.
Tutorials and conferences on the research for and writing of the senior thesis. This is the 1st semester of a two-semester course sequence.

Fall 2017: ECON BC3061
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3061 | 001/03575 | T Th 2:10pm - 4:00pm, 303 Altschul Hall | Randall Reback | 4 | 0
ECON 3061 | 003/04820 | W 9:00am - 10:50am, 118 Barnard Hall | David Weiman | 4 | 1

ECON BC3062 Senior Thesis II. 4 points.
Prerequisites: Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.
Tutorials and conferences on the research for and writing of the senior thesis. This is the 2nd semester of a two-semester course sequence.

Spring 2018: ECON BC3062
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3062 | 001/04590 | T Th 2:10pm - 4:00pm, 117 Barnard Hall | Sonia Pereira | 4 | 7
ECON 3062 | 003/08224 | T Th 2:10pm - 4:00pm, 203 Diana Center | David Weiman | 4 | 1

ECON BC3063 Senior Seminar. 4 points.
Prerequisites: Permission of the instructor and the completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only. Seminar sections are limited to 15 students.
A topic in economic theory or policy of the instructor’s choice. See department for current topics and for senior requirement preference forms.

Fall 2017: ECON BC3063
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3063 | 001/03378 | T 4:10pm - 6:00pm, 501 Diana Center | Rajiv Sethi | 4 | 16
ECON 3063 | 002/06514 | T 2:10pm - 4:00pm, 203 Diana Center | Belinda Archibong | 4 | 13

Spring 2018: ECON BC3063
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
ECON 3063 | 001/02840 | W 11:00am - 12:50pm, 406 Barnard Hall | Homa Zanghamee | 4 | 15
ECON 3063 | 002/05970 | T 4:10pm - 6:00pm, 406 Barnard Hall | Lalith Munasinghe | 4 | 13
ECON 3063 | 003/02843 | M 2:10pm - 4:00pm, 313 Milbank Hall | Anja Tonsoren | 4 | 15

192 Economics & Mathematics
Mathematics

MATH UN1101 Calculus I. 3 points.
Prerequisites: (see Courses for First-Year Students). Functions, limits, derivatives, introduction to integrals, or an understanding of pre-calculus will be assumed.

The Help Room in 333 Milbank Hall (Barnard College) is open during the day, Monday through Friday, to students seeking individual help from the teaching assistants. (SC)

Fall 2017: MATH UN1101

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>MATH 1101</td>
<td>001/07384</td>
<td>M W 8:40am - 9:55am 405 Milbank Hall</td>
<td>Dusa McDuff</td>
<td>3</td>
<td>91/110</td>
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<tr>
<td>MATH 1101</td>
<td>002/17570</td>
<td>M W 10:10am - 11:25am 312 Mathematics Building</td>
<td>Chao Li</td>
<td>3</td>
<td>107/116</td>
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<tr>
<td>MATH 1101</td>
<td>003/29604</td>
<td>M W 11:40am - 12:55pm 312 Mathematics Building</td>
<td>Chao Li</td>
<td>3</td>
<td>113/116</td>
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<tr>
<td>MATH 1101</td>
<td>004/73071</td>
<td>M W 2:40pm - 3:55pm 417 Mathematics Building</td>
<td>Michael Woodbury</td>
<td>3</td>
<td>47/64</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>005/18565</td>
<td>M W 4:10pm - 5:25pm 417 Mathematics Building</td>
<td>Michael Woodbury</td>
<td>3</td>
<td>50/64</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>006/73884</td>
<td>T Th 10:10am - 11:25am 407 Mathematics Building</td>
<td>Oleksandr Krawets</td>
<td>3</td>
<td>28/35</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>007/26999</td>
<td>T Th 11:40am - 12:55pm 407 Mathematics Building</td>
<td>Shuai Wang</td>
<td>3</td>
<td>26/30</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>008/64016</td>
<td>T Th 11:10pm - 2:25pm 517 Hamilton Hall</td>
<td>Alexander Perry</td>
<td>3</td>
<td>74/100</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>009/21826</td>
<td>T Th 4:10pm - 5:25pm 203 Mathematics Building</td>
<td>Ila Varma</td>
<td>3</td>
<td>79/100</td>
</tr>
<tr>
<td>MATH 1101</td>
<td>010/67061</td>
<td>T Th 5:10pm - 7:25pm 207 Mathematics Building</td>
<td>Linh Truong</td>
<td>3</td>
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Spring 2018: MATH UN1101

<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>MATH 1102</td>
<td>001/67192</td>
<td>M W 10:10am - 11:25am 417 Mathematics Building</td>
<td>Bin Guo</td>
<td>3</td>
<td>59/64</td>
</tr>
<tr>
<td>MATH 1102</td>
<td>002/70122</td>
<td>M W 2:40pm - 3:55pm 312 Mathematics Building</td>
<td>Li-Cheng Tsai</td>
<td>3</td>
<td>49/100</td>
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<td>MATH 1102</td>
<td>003/26180</td>
<td>M W 4:10pm - 5:25pm 407 Mathematics Building</td>
<td>Yi Sun</td>
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<td>29/35</td>
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<tr>
<td>MATH 1102</td>
<td>004/22286</td>
<td>T Th 10:10am - 11:25am 203 Mathematics Building</td>
<td>Vivek Pal</td>
<td>3</td>
<td>86/100</td>
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<tr>
<td>MATH 1102</td>
<td>005/20410</td>
<td>T Th 6:10pm - 7:25pm 407 Mathematics Building</td>
<td>Renata Picciotto</td>
<td>3</td>
<td>21/30</td>
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</tbody>
</table>

MATH UN1201 Calculus III. 3 points.
Prerequisites: MATH UN1101 or the equivalent
Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramer’s rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. (SC)

Fall 2017: MATH UN1201

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>MATH 1201</td>
<td>001/27988</td>
<td>M W 10:10am - 11:25am 203 Mathematics Building</td>
<td>Joanna Nelson</td>
<td>3</td>
<td>85/105</td>
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<tr>
<td>MATH 1201</td>
<td>002/15820</td>
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<td>Teng Fei</td>
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<td>MATH 1201</td>
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<td>MATH 1201</td>
<td>004/68024</td>
<td>M W 4:10pm - 5:25pm 312 Mathematics Building</td>
<td>Jeffrey Kuan</td>
<td>3</td>
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</tr>
<tr>
<td>MATH 1201</td>
<td>005/06129</td>
<td>T Th 8:40am - 9:55am 304 Barnard Hall</td>
<td>Daniela De Silva</td>
<td>3</td>
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<tr>
<td>MATH 1201</td>
<td>006/63259</td>
<td>T Th 4:10pm - 5:25pm 312 Mathematics Building</td>
<td>Akram Alisahabi</td>
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<tr>
<td>MATH 1201</td>
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<td>T Th 5:40pm - 6:55pm 312 Mathematics Building</td>
<td>Akram Alisahabi</td>
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Spring 2018: MATH UN1201

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1201</td>
<td>001/05518</td>
<td>M W 8:40am - 9:55am 504 Diana Center</td>
<td>Ilya Kofman</td>
<td>3</td>
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<tr>
<td>MATH 1201</td>
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<td>Igor Kirchever</td>
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MATH 1201 003/67090 312 Mathematics Building  M W 11:40am - 12:25pm 203 Mathematics Building  Shrenik Shah 3 84/110
MATH 1201 004/29982 312 Mathematics Building  M W 11:10am - 12:25pm 203 Mathematics Building  Shrenik Shah 3 91/110
MATH 1201 005/14673 407 Mathematics Building  T Th 6:10pm - 7:25pm Elliott Stein 3 31/35

MATH UN2030 Ordinary Differential Equations. 3 points.
Prerequisites: MATH UN1102 and MATH UN1201 or the equivalent.

<table>
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<tr>
<th>Fall 2017: MATH UN2030 Course</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>MATH 2030 001/23333</td>
<td>M W 5:40pm - 6:55pm 203 Mathematics Building</td>
<td>Hector Chang-Lara 3</td>
<td>27/100</td>
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<tr>
<td>MATH 2030 002/12064</td>
<td>T Th 11:40am - 12:55pm 312 Mathematics Building</td>
<td>Guillaume Barraquand 3</td>
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<td>Spring 2018: MATH UN2030 Course</td>
<td>Section/Call Number</td>
<td>Times/Location</td>
<td>Instructor</td>
<td>Points</td>
<td>Enrollment</td>
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<td>MATH 2030 001/83046</td>
<td>T Th 1:10pm - 2:25pm 407 Mathematics Building</td>
<td>Xin Sun 3</td>
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</table>

MATH 2010 Linear Algebra. 3 points.
Prerequisites: MATH UN1201 or the equivalent.
Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

<table>
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<th>Fall 2017: MATH UN2010 Course</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>Nathan Dowlin 3</td>
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<td>Gus Schrader 3</td>
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<tr>
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<td>T Th 8:40am - 9:55am 405 Milbank Hall</td>
<td>David Bayer 3</td>
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<tr>
<td>MATH 2010 004/02940</td>
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<td>David Bayer 3</td>
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<tr>
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<td>MATH 2010 004/20676</td>
<td>T Th 8:40am - 9:55am 413 International Affairs Bldg</td>
<td>Teng Fei 3</td>
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<td>MATH 2010 005/71356</td>
<td>T Th 10:10am - 11:25am 413 International Affairs Bldg</td>
<td>Teng Fei 3</td>
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</table>

MATH UN2500 Analysis and Optimization. 3 points.
Prerequisites: MATH UN1102 and MATH UN2010 or the equivalent.

<table>
<thead>
<tr>
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<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>MATH 2500 001/73444</td>
<td>M W 11:40am - 12:55pm 413 Kent Hall</td>
<td>Shotaro Makisumi 3</td>
<td>44/100</td>
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<tr>
<td>MATH 2500 002/26047</td>
<td>M W 2:40pm - 3:55pm 203 Mathematics Building</td>
<td>Shotaro Makisumi 3</td>
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<td>Times/Location</td>
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<td>Points</td>
<td>Enrollment</td>
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<tr>
<td>MATH 2500 001/10629</td>
<td>T Th 8:40am - 9:55am 203 Mathematics Building</td>
<td>Alexis Drouot 3</td>
<td>61/101</td>
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<tr>
<td>MATH 2500 002/17561</td>
<td>T Th 10:10am - 11:25am 207 Mathematics Building</td>
<td>Zachary Sylvan 3</td>
<td>51/100</td>
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MATH UN3951 Undergraduate Seminars in Mathematics I. 3 points.
Prerequisites: Two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission. The subject matter is announced at the start of registration and is different in each section. Each student prepares talks to be given to the seminar, under the supervision of a faculty member or senior teaching fellow.

<table>
<thead>
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<th>Fall 2017: MATH UN3951 Course</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>MATH 3951 001/02944</td>
<td>Daniela De Silva 3</td>
<td>30/49</td>
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</table>

MATH GU4061 Introduction To Modern Analysis I. 3 points.
Prerequisites: MATH UN1202 or the equivalent, and MATH UN2010.
The second term of this course may not be taken without the first. Real numbers, metric spaces, elements of general topology. Continuous and differential functions. Implicit functions. Integration; change of variables. Function spaces.

<table>
<thead>
<tr>
<th>Fall 2017: MATH GU4061 Course</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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<tbody>
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<tr>
<td>MATH 4061 002/73447</td>
<td>T Th 2:40pm - 3:55pm 417 Mathematics Building</td>
<td>Patrick Gallagher 3</td>
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<tr>
<td>Spring 2018: MATH GU4061 Course</td>
<td>Section/Call Number</td>
<td>Times/Location</td>
<td>Instructor</td>
<td>Points</td>
<td>Enrollment</td>
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<tr>
<td>MATH 4061 001/14621</td>
<td>M W 1:10pm - 2:25pm 417 Mathematics Building</td>
<td>Hui Yu 3</td>
<td>34/64</td>
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</table>
effectively respond to the learning needs of diverse learners, and create
prepare students to become skilled and reflective teachers who can
Urban Teaching Minors/Special Concentrations:  The program
human service agencies, or preparing for careers related to education.
tracks, students develop a critical lens for looking at the issues facing
public schooling and consider ways to promote fair and inclusive
Education Program is committed to strengthening
public education and addressing issues of equity and social justice,
practices for all children in our public system. The program
neglected. The courses are linked by a focus on educational
and youth studies. This track does not lead to certification.
All three tracks are minors (BC) or special concentrations (CC,
methods that aid in understanding students’ needs, capacities,
knowledgeable about the manner in which schools socialize as well as educate citizens, and examine how the interests of different stakeholders are privileged or neglected. The courses are linked by a focus on educational inequality and youth studies. This track does not lead to certification.

Education: This track prepares students to pursue graduate studies or positions in public policy, sociology, history, youth studies, philosophy, psychology, and other areas where K-12 education is frequently a focus of coursework and scholarship. Students learn to think deeply and knowledgeably about the manner in which schools socialize as well as educate citizens, and examine how the interests of different stakeholders are privileged or neglected. The courses are linked by a focus on educational inequality and youth studies. This track does not lead to certification.

Supportive and intellectually stimulating classroom communities. Students learn to create innovative curriculum, gain experience observing, tutoring, and teaching a diverse range of children and young people; develop confidence in their role as teachers who can promote fair and inclusive school practices; and graduate with certification to teach in New York. (Note: we are part of an interstate agreement for reciprocal certification with many other states.)

This program is registered by the New York State Department of Education and accredited by the Teacher Education Accreditation Council (TEAC), now the Council for the Accreditation of Education Preparation (CAEP). These tracks prepare students to obtain a teaching position as a certified teacher upon graduation and/or to pursue graduate studies in education, public policy, sociology, youth studies, and other related fields.

Education Studies Minor/Special Concentration: This track prepares students to pursue graduate studies or positions in public policy, sociology, history, youth studies, philosophy, psychology, and other areas where K-12 education is frequently a focus of coursework and scholarship. Students learn to think deeply and knowledgeably about the manner in which schools socialize as well as educate citizens, and examine how the interests of different stakeholders are privileged or neglected. The courses are linked by a focus on educational inequality and youth studies. This track does not lead to certification.

Education Studies Minor/Special Concentration: This track prepares students to pursue graduate studies or positions in public policy, sociology, history, youth studies, philosophy, psychology, and other areas where K-12 education is frequently a focus of coursework and scholarship. Students learn to think deeply and knowledgeably about the manner in which schools socialize as well as educate citizens, and examine how the interests of different stakeholders are privileged or neglected. The courses are linked by a focus on educational inequality and youth studies. This track does not lead to certification.

Student Learning Outcomes

1. Knowledge of Self: Students investigate how educational experiences in and out of school affect their vision for teaching and learning, use that knowledge to reflect upon and critique their practice, and set goals for continuing growth as equitable, multicultural educators.

2. Knowledge of Students: Students understand the importance of getting to know the children and youth in their classrooms; develop specific strategies that aid in understanding students’ needs, capacities, interests, funds of knowledge, and social identities; and construct learning experiences that are responsive and relevant to their students.

3. Knowledge of Content: Students develop knowledge and skills to critique the social, political, cultural, and historical forces that construct traditional content knowledge and design academic content that is dynamic, inquiry-based, and encompasses multiple literacies, and cultural perspectives.


5. Knowledge of Context: Students investigate the complex ways in which social, political, cultural, and historical forces shape school contexts, including students’ opportunities in schools, teacher empowerment, effective leadership, roles of parents and the community, and patterns of similarity and difference across schools.

The Education Program is accredited by Teacher Education Accreditation Council (TEAC) to recommend students who complete
the program for Initial Certification in either Childhood Education (Grades 1-6) or Adolescent Education (Grades 7-12). Graduates of the program are also eligible for membership in the Interstate Certification Agreement, a reciprocal certification among forty-one states. We provide ongoing support to those who teach in the New York City area through our New Teacher Network.

To apply, visit our website (http://education.barnard.edu/program-education). Students are encouraged to apply for admission by March of the sophomore year but no later than the first Monday in October of the junior year. Those who plan to study abroad during junior year should apply by December of the sophomore year and take the Methods and Practicum courses in the spring of sophomore year. Admission criteria include good academic standing; evidence of commitment to the field of education; interest in issues of social justice issues as they affect education, particularly in urban schools; and capacity for growth as an intellectually resourceful and reflective teacher. Enrollment is limited.

Associate Professors
Thea Abu El-Haj
Maria Rivera Maulucci (Program Director/Chair)

Associate, Certification Officer, and Placement Coordinator
Lisa Edstrom

Term Assistant Professor
Rachel Throop

Education Advisory Committee
Peter Balsam, Professor of Psychology and Samuel R. Milbank Chair
Lesley Sharp, Barbara Chamberlain & Helen Chamberlain Josefsberg Professor of Anthropology
Herbert Sloan, Professor Emeritus of History
Kathryn Yatrakis, Professor of Urban Studies and Former Dean of Academic Affairs (Columbia College)

Requirements for the Urban Teaching Minors/Special Concentrations

Elementary/Childhood Education (To Teach Grades 1-6)

This program leads to New York State Initial Certification in Childhood Education (Grades 1-6). In addition to the liberal arts major, students must complete a total of 26-28 credits as follows:

<table>
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<tbody>
<tr>
<td>EDUC BC1510</td>
<td>Educational Foundations</td>
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Requirement B - Psychology

Select one of the following: 3-4.5

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>PSYC BC1107</td>
<td>Psychology of Learning</td>
<td></td>
</tr>
<tr>
<td>PSYC BC1115</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC BC1129</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC BC2134</td>
<td>Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC UN1420</td>
<td>Experimental Psychology: Human Behavior</td>
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Requirement C - Pedagogical Core

<table>
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<tr>
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<th>Title</th>
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<tr>
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<td>Seminar in Multicultural Elementary Pedagogy</td>
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<tr>
<td>EDUC BC2055</td>
<td>Urban School Practicum (Sec. 001)</td>
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<tr>
<td>EDUC BC3063</td>
<td>Elementary Student Teaching in Urban Schools</td>
<td>6</td>
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<tr>
<td>EDUC BC3064</td>
<td>Critical Inquiry in Urban Teaching</td>
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<tr>
<td>EDUC BC3061</td>
<td>Performance Assessment of Teaching</td>
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</table>

Requirement D - Pedagogical Elective

Select one of the following:

- EDUC BC3050 | Science in the City                      |        |
- EDUC BC3052 | Math and the City                        |        |
- EDUC BC3058 | Science in the City II: Preparing Future Scientists Now | |

Requirement E - Liberal Arts and Sciences

See https://education.barnard.edu/urban-teaching/liberal-arts-and-sciences-requirements-certification for more information.

* Courses offered at Columbia

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., PSYC BC3465 Field Work and Research Seminar: The Barnard Toddler Center, PSYC BC3466 Field Work and Research Seminar: The Barnard Toddler Center). Students with these interests should arrange their schedules accordingly.

Secondary/Adolescent Education (To Teach Grades 7-12)

This program leads to the New York State Initial Certification in Adolescent Education (Grades 7-12) in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students must complete a total of 23-26 credits from the following course of study:

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>3</td>
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Requirement B - Psychology

Select one of the following: 3-4.5

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<tbody>
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<td>PSYC BC1107</td>
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<tr>
<td>PSYC BC1115</td>
<td>Cognitive Psychology</td>
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<tr>
<td>PSYC BC1129</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSYC BC2134</td>
<td>Educational Psychology</td>
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<td>PSYC BC3382</td>
<td>Adolescent Psychology</td>
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<tr>
<td>PSYC UN1420</td>
<td>Experimental Psychology: Human Behavior</td>
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Requirement C - Pedagogical Core

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<tbody>
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<td>EDUC BC2052</td>
<td>Seminar in Multicultural Elementary Pedagogy</td>
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<tr>
<td>EDUC BC2055</td>
<td>Urban School Practicum (Sec. 002)</td>
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<tr>
<td>EDUC BC3065</td>
<td>Secondary Student Teaching in Urban Schools</td>
<td>6</td>
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<tr>
<td>EDUC BC3064</td>
<td>Critical Inquiry in Urban Teaching</td>
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<td>EDUC BC3061</td>
<td>Performance Assessment of Teaching</td>
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Requirement D - Pedagogical Elective

Select one of the following:

<table>
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<th>Title</th>
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<tbody>
<tr>
<td>EDUC BC3050</td>
<td>Science in the City</td>
<td></td>
</tr>
<tr>
<td>EDUC BC3052</td>
<td>Math and the City</td>
<td></td>
</tr>
</tbody>
</table>
EDUC BC3055  Arts and Humanities in the City: Critical Literacy and Digital Storytelling

EDUC BC3058  Science in the City II: Preparing Future Scientists Now

**Requirement E - Liberal Arts and Sciences**
See https://education.barnard.edu/urban-teaching/liberal-arts-and-sciences-requirements-certification for more information.

**Requirement F - Additional Urban Teaching Certification Requirements: Adolescent/Secondary**
Students seeking certification in Adolescent Education must also complete 36 credits in the content area for which they seek certification. Typically, students major in the subject area for which they are seeking certification. Students must earn a grade of C or better for each course taken in the content core.

English:
A total of 36 credits of English.

Foreign Languages:
A total of 36 credits in French, German, Greek, Italian, Latin, Russian, or Spanish.

Mathematics:
A total of 36 credits of Mathematics.

Science:
A total of 36 credits in sciences including a minimum of 18 credits of collegiate-level study in the science or each of the sciences for which certification is sought: Biology, Chemistry, Physics, or Earth Science. Please note that psychology does not count as a science for NYS Teacher Certification.

Social Studies:
A total of 36 credits, including 6 credits of American History; 6 credits of European or World History; 3 credits of non-Western study; and any other distribution to make 36 credits, chosen from credits in History, Political Science, Anthropology, Sociology, and Economics.

* Courses offered at Columbia
** Please note that some applied science courses will not be accepted.

**Certification Requirements**
The Urban Teaching program is accredited by CAEP (formerly TEAC) and approved by the New York State Education Department to recommend students who complete the program for Initial Certification in either Childhood Education (grades 1-6) or Adolescent Education (grades 7-12). New York State has reciprocity with most other states, allowing graduates of the program the ability to apply for certification in another state through our membership in the Interstate Certification Agreement.

Certification is based on demonstrated competency in both academic and field settings. Students are required to complete a minimum of 360 hours of educational based field experiences. 260+ hours must be supervised field based experiences. Students must pass the New York State Teacher Certification Examinations and the edTPA performance assessment. Also required are workshops in Child Abuse Identification; School Violence Intervention and Prevention; and the Dignity for All Students Act (DASA), offered at Teachers College.

**Requirements for the Education Studies Minor/Special Concentration**
To complete the Minor (BC) or Special Concentration (CC/GS) in Education Studies, students must complete 20-24 points of course work, listed below.

The Education Studies track requires a minimum of six courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Requirement A - Educational Foundations</strong></td>
<td></td>
<td></td>
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<tr>
<td>EDUC BC1510  Educational Foundations</td>
<td>3</td>
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<tr>
<td>Select two of the following:</td>
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<tr>
<td>EDUC BC3032  Contemporary Issues in Education</td>
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<td></td>
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<tr>
<td>PHIL UN2100  Philosophy of Education</td>
<td></td>
<td></td>
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<tr>
<td>SOCI UN3225  Sociology of Education</td>
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<td></td>
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<tr>
<td>SOCI UN3974  Sociology of Schools, Teaching and Learning*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON BC3012  Economics of Education</td>
<td></td>
<td></td>
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<tr>
<td>PSYC BC2134  Educational Psychology</td>
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<tr>
<td>PSYC BC3382  Adolescent Psychology</td>
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<tr>
<td>PSYC BC3363  Pedagogy for Higher Education in Psychology</td>
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<tr>
<td><strong>Requirement B - Educational Elective</strong></td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>SOCI W2420  Race and Place in Urban America</td>
<td></td>
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<tr>
<td>SOCI UN3302  Sociology of Gender</td>
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<tr>
<td>SOCI W3923  Adolescent Society</td>
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<tr>
<td>URBS UN3420  Introduction to Urban Sociology</td>
<td></td>
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<tr>
<td>ECON BC3011  Inequality and Poverty</td>
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<tr>
<td>AMST UN3930  Topics in American Studies (Sec. 003) *</td>
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<tr>
<td>CSER UN3919  Modes of Inquiry *</td>
<td></td>
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<tr>
<td>CSER UN3928  Colonization/Decolonization *</td>
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<tr>
<td>OTHER - For a full list of courses that satisfy the Educational Elective requirement, see <a href="https://education.barnard.edu/education_studies">https://education.barnard.edu/education_studies</a>. Advanced approval required for courses not on this list or the website.</td>
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<tr>
<td><strong>Requirement C - Pedagogical Elective</strong></td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>EDUC BC3050  Science in the City</td>
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<tr>
<td>EDUC BC3052  Math and the City</td>
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<tr>
<td>EDUC BC3055  Arts and Humanities in the City: Critical Literacy and Digital Storytelling</td>
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<tr>
<td>EDUC BC3058  Science in the City II: Preparing Future Scientists Now</td>
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<tr>
<td><strong>Requirement D - Pedagogical Core</strong></td>
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<tr>
<td>EDUC BC2055  Urban School Practicum (Sec. 003; taken in the spring semester of your senior year)</td>
<td>3</td>
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</tr>
</tbody>
</table>

* Courses offered at Columbia
** Your final project or paper for the Educational Elective course should focus on educational issues and a copy of the project or paper must be submitted to the Education Program office for inclusion in your student file.
Requirements for the Urban Studies Specialization in Education

Urban Studies majors who wish to pursue certification should apply to the Education Program in the fall of their junior year. We encourage students to plan carefully if they wish to pursue this option.

Urban Studies majors who have selected education as their area of specialization within the major should complete the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC BC1510</td>
<td>Educational Foundations</td>
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</tr>
<tr>
<td>EDUC BC3032</td>
<td>Contemporary Issues in Education</td>
<td>1</td>
</tr>
<tr>
<td>PHIL UN2100</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>SOCI UN3225</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>SOCI UN3974</td>
<td>Sociology of Schools, Teaching and Learning*</td>
<td>3</td>
</tr>
<tr>
<td>ECON BC3012</td>
<td>Economics of Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Requirement B - Psychology**

Select one of the following:

- PSYC BC1107 Psychology of Learning
- PSYC BC1115 Cognitive Psychology
- PSYC BC1129 Developmental Psychology
- PSYC BC2134 Educational Psychology
- PSYC BC3382 Adolescent Psychology
- PSYC UN1420 Experimental Psychology: Human Behavior*

**Requirement C - Pedagogical Elective**

Select one of the following:

- EDUC BC3050 Science in the City
- EDUC BC3052 Math and the City
- EDUC BC3058 Science in the City II: Preparing Future Scientists Now

**Requirement D - Pedagogical Core**

- EDUC BC2052 Seminar in Multicultural Elementary Pedagogy
- or EDUC BC2062 Seminar in Multicultural Secondary Pedagogy
- EDUC BC2055 Urban School Practicum

* Courses offered at Columbia

**EDUC BC1510 Educational Foundations. 4 points.**

Students are required to attend a discussion section.

Introduction to the psychological, philosophical, sociological, and historical foundations of education as way to understand what education is, how education has become what it is, and to envision what education should be.

**EDUC BC2045 Colloquium: Current Issues in STEM Education. 1 point.**

Required for Barnard NOYCE Scholars.

Prerequisites: enrollment is open to all, including first-year students.

This course introduces students to current topics in mathematics education through the Barnard College STEM Colloquium Series and discussion sessions. Students will explore the sociopolitical contexts in which STEM education takes place, and consider the implication of these contexts for mathematics teaching and learning in light of the topics presented.

**EDUC BC2048 Fieldwork in Education. 1 point.**

Investigates what it means to teach and what it means to learn in formal or informal urban educational settings. Fieldwork required.

**EDUC BC2052 Seminar in Multicultural Elementary Pedagogy. 4 points.**

Prerequisites: This course is a pre-requisite for student teaching in elementary schools; Grade of B or better required to continue. Open to Education Program participants; others only with the instructor's permission.

Corequisites: This course must be taken in the spring term of the junior year with corequisite EDUC BC2055, Elementary Urban School Practicum.

Provides prospective teachers with theory and methods for teaching elementary school subjects (grades 1-6) to meet intellectual, social and emotional needs of diverse learners. Topics include foundations of multicultural, student-centered and critical pedagogies, all aspects of literacy, utilizing literacy across content areas, constructivist mathematics instruction, authentic assessment, diversity and inclusion.

**EDUC BC2055 Urban School Practicum. 3 points.**

Prerequisites: This course is a prerequisite for Student Teaching; grade of B or better required to continue. Enrollment is limited to students accepted into the Education Program (Urban Teaching or Education Studies). NYCDOE Fingerprinting required.

Corequisites: EDUC BC2052, EDUC BC2062

Consists of weekly class meetings combined with elementary, middle or high school classroom internship (depending on desired certification level). Students observe and apply theoretical principles of pedagogy to teaching and learning. Class meetings provide opportunities to reflect on internship and focus on instructional strategies and classroom management techniques. Meets for two hours per week, plus a minimum of six hours per week in the field.

* Section 001: Elementary Urban Teaching (Corequisite: EDUC BC2052)
  - Fall 2017: EDUC BC2052
  - Course Number: 001/03197
  - Times/Location: T 6:00pm - 9:00pm
  - Instructor: Lisa Edstrom
  - Points: 1
  - Enrollment: 18/25

* Section 002: Secondary Urban Teaching (Corequisite: EDUC BC2062)
  - Spring 2018: EDUC BC2052
  - Course Number: 001/03197
  - Times/Location: T 6:00pm - 9:00pm
  - Instructor: Lisa Edstrom
  - Points: 1
  - Enrollment: 18/24
Globalization and mass migration are reconfiguring the modern world and reshaping the contours of nation-states. New technologies that facilitate the movement of information, goods, and people across borders have made it easier for people to remain culturally, politically, economically and socially connected to the places from which they migrated. This seminar focuses on the experiences of the youngest members of these global migration patterns—children and youth—and asks: What do these global flows mean for educating young people to be members of the multiple communities to which they belong?

EDUC BC2062 Seminar in Multicultural Secondary Pedagogy. 4 points. Prerequisites: This course is a prerequisite for student teaching in secondary schools; grade of B or better required to continue. Corequisites: This course should be taken in the spring term of the junior year with corequisite EDUC BC2055. Open to Education Program students; others only with the instructor's permission. Prospective teachers explore methods for teaching English, social studies, the sciences (biology, physics, earth science and chemistry), mathematics, ancient and foreign languages (Grades 7-12). Topics include multicultural, critical pedagogical methods appropriate to specific content areas, content area standards and literacy, diversity, inclusion, and assessment.

EDUC BC3052 Math and the City. 4 points. Prerequisites: the instructor's permission. In partnership with NYC public school teachers, students will have opportunities to engage in mathematical learning, lesson study, curriculum development, and implementation, with a focus on using New York City as a resource for science teaching and learning. Sessions will be held at Barnard and the museum. Field trips and fieldwork required. Non-science majors pre-service elementary students and first-year students welcome. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

EDUC BC3055 Arts and Humanities in the City: Critical Literacy and Digital Storytelling. 4 points. Using the theme of "Arts and Humanities in the City", this seminar will build participants’ knowledge of critical literacy, digital storytelling methods, and ways to use New York City as a resource for teaching the Arts (Dance, Theatre, Music, and Visual Arts), Social Studies, and English Language Arts in grades K-12. Critical literacy is an approach to teaching and learning that focuses on developing students’ abilities to read, analyze, understand, question, and critique hidden perspectives and socially-constructed power relations embedded in what it means to be literate in a content area.
EDUC BC3058 Science in the City II: Preparing Future Scientists Now. 4 points.
Prerequisites: the instructor's permission. Open to Non-science majors, pre-service elementary students, and first-year students. Students investigate the science of learning, the Next Generation Science Standards, scientific inquiry and engineering design practices, and strategies to include families in fostering student achievement and persistence in science. Fieldwork required. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective.

<table>
<thead>
<tr>
<th>Fall 2017: EDUC BC3058</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3058</td>
<td>001/04403</td>
<td>W 4:30pm - 6:30pm</td>
<td>327 Milbank Hall</td>
<td>Maria Rivera</td>
<td>4</td>
<td>10/16</td>
</tr>
</tbody>
</table>

EDUC BC3061 Performance Assessment of Teaching. 3 points.
Open to Urban Teaching students in the Education Program.

<table>
<thead>
<tr>
<th>Fall 2017: EDUC BC3061</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>EDUC 3061</td>
<td>001/06288</td>
<td>T 2:10pm - 4:00pm</td>
<td>306 Milbank Hall</td>
<td>Maria Rivera</td>
<td>3</td>
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</table>

EDUC BC3063 Elementary Student Teaching in Urban Schools. 6 points.
Prerequisites: completion of EDUC BC2052 or EDUC BC2062 and EDUC BC2055, with grades of B or better. NYCCDOE Fingerprinting. Corequisites: EDUC BC3064. Enrollment limited. Supervised student teaching in elementary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Teaching skills developed through weekly individual and/or group supervision meetings (to be scheduled at the beginning of the semester), conferences, and portfolio design. Requires 100 hours of teaching at two different grade levels, full-time for one semester. Note: Students are only permitted to leave their student teaching placements early twice a week, once for EDUC BC3064 and one other day for one additional course having a start time of 2 pm or later. Students are only permitted to take one additional course while enrolled in EDUC BC3064 and EDUC BC3065.

<table>
<thead>
<tr>
<th>Fall 2017: EDUC BC3063</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>EDUC 3063</td>
<td>001/07750</td>
<td>M 5:10pm - 7:00pm</td>
<td>227 Milbank Hall</td>
<td>Thea Abu El-Haj</td>
<td>6</td>
<td>3</td>
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<tr>
<td></td>
<td>002/01379</td>
<td>Th 4:10pm - 6:00pm</td>
<td>318 Milbank Hall</td>
<td>Laurie</td>
<td>6</td>
<td>2</td>
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</tbody>
</table>

EDUC BC3064 Critical Inquiry in Urban Teaching. 4 points.
Corequisites: EDUC BC3063 or EDUC BC3065. Enrollment limited to student teachers enrolled in the Education Program. Designed to help student teachers develop as reflective practitioners who can think critically about issues facing urban schools, particularly how race, class and gender influence schooling; and to examine the challenges and possibilities for providing intellectually engaging, meaningful curriculum to all students in urban classrooms.

<table>
<thead>
<tr>
<th>Fall 2017: EDUC BC3064</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>EDUC 3064</td>
<td>001/01248</td>
<td>T 4:10pm - 6:00pm</td>
<td>306 Milbank Hall</td>
<td>Rachel Throop</td>
<td>4</td>
<td>8</td>
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</tbody>
</table>

EDUC BC3065 Secondary Student Teaching in Urban Schools. 6 points.
Prerequisites: Completion of EDUC BC2052 or EDUC BC2062 and EDUC BC2055, with grades of B or better. NYCDOE Fingerprinting required. Corequisites: EDUC BC3064. Enrollment limited. Supervised student teaching in secondary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Teaching skills developed through weekly individual and/or group supervision meetings (to be scheduled at the beginning of the semester), conferences, and portfolio design. Requires 100 hours of teaching at two different grade levels, full-time for one semester. Note: Students are only permitted to leave their student teaching placements early twice a week, once for EDUC BC3064 and one other day for one additional course having a start time of 2 pm or later. Students are only permitted to take one additional course while enrolled in EDUC BC3064 and EDUC BC3065.

<table>
<thead>
<tr>
<th>Fall 2017: EDUC BC3065</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
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<td>EDUC 3065</td>
<td>001/04248</td>
<td>M 4:10pm - 6:00pm</td>
<td>118 Barnard Hall</td>
<td>Rivera</td>
<td>6</td>
<td>3</td>
</tr>
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</table>

Cross-Listed Courses

ECON BC3012 Economics of Education. 3 points.
Prerequisites: ECON BC3035 and ECON BC2411 or permission of the instructor. Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms.

PHIL UN2100 Philosophy of Education. 3 points.
Drawing on classical and contemporary sources, this course will introduce students to a variety of texts that address the philosophical consideration of education, including its role in the development of the individual and the development of a democratic society. Readings from Plato, Rousseau, Dewey, and others.

PSYC BC2134 Educational Psychology. 3 points.
Prerequisites: BC1001 or permission of the instructor. Through a participative classroom model, the major theories of child and adolescent development and learning fundamental to the educative process are examined. Analysis of applications and implications of psychological knowledge for classroom teaching through observations and research in elementary and secondary school classes. Examines models of instruction and assessment; motivation, teaching, and learning strategies; and gender, economic, and racial issues.

<table>
<thead>
<tr>
<th>Fall 2017: PSYC BC2134</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>PSYC 2134</td>
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<td>202 Milbank Hall</td>
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PSYC BC3382 Adolescent Psychology. 4 points.
Prerequisites: BC1001 and BC1129 Developmental Psychology or permission of the instructor. Enrollment limited to 20 senior majors. Barnard students receive priority. Examines adolescent development in theory and reality. Focuses on individual physiological, sexual, cognitive, and affective development and adolescent experiences in their social context of family, peers, school, and community. Critical perspectives of gender, race and ethnicity, sexuality, and “teen culture” explored.

<table>
<thead>
<tr>
<th>Spring 2018: PSYC BC3382</th>
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<tbody>
<tr>
<td>Course Number</td>
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<tr>
<td>PSYC 3382</td>
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<tr>
<td>Section/Call Number</td>
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<tr>
<td>001/00721</td>
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<tr>
<td>Times/Location</td>
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<tr>
<td>T 2:10pm - 4:00pm</td>
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<td>318 Milbank Hall</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Susan Sacks</td>
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<td>Points</td>
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<tr>
<td>Enrollment</td>
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<td>14/16</td>
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</tbody>
</table>

Specific to the America Literature Concentration:
- demonstrate familiarity with American authors and texts across the span of American literary history.
- analyze American texts of various genres including poetry, fiction, drama, autobiography, and political documents.
- write a substantial research project on American texts. This project should integrate primary and secondary materials, demonstrating the student’s ability to analyze texts and her familiarity with the critical landscape.

Specific to the Film Concentration:
- explain the major concepts or ideas of film theory.
- write a basic/elementary screenplay.
- demonstrate an understanding of film’s relationship to a range of other disciplines across the humanities and social sciences.

Specific to the Theatre Concentration:
- analyze dramatic literature in the context of theatre history, theory, criticism, and performance.
- develop skills in critical reading and writing, textual analysis, independent research, and oral presentation.

Specific to the Creative Writing Concentration:
- develop a mastery of the linguistic demands of a variety of literary forms.
- demonstrate a critically sound grasp of structure in prose and poetry.
- explore the formal possibilities of the genres in which they are working.
- develop critical sophistication in reading and speaking about others' work.
- grasp the importance of thoroughly revising their own work.
- detect concrete and figurative language in others' work.
- achieve precision in their own use of concrete and figurative language.
- produce an original piece of fiction, a set of poems, a play, or a work of creative non-fiction.

Mission
The offering in English is designed to foster good writing, effective speaking, and heightened understanding of culturally significant texts. We encourage students majoring in English to develop their responsiveness to the literary imagination and their sensitivity to literary form through disciplined attention to language, historical contexts, and critical and scholarly methods.

For all students, including transfers, a minimum of six semester courses must be completed while the student is in residence at Barnard.

Student Learning Objectives for the English Major and the American Literature, Film, Theatre, and Creative Writing Concentrations
Our objectives represent the teaching aims of the English Department. All instructors are free to decide which of these objectives are consistent with their particular courses and teaching methods.

Students who graduate with a major in English should be able to obtain the following objectives:
- demonstrate critical and analytical reading skills.
- demonstrate critical and analytical writing skills.
- display an understanding of literary genre, form, and language.
- show a familiarity with the issues of literary criticism and theory.
- show an awareness of literary history.
- engage deeply with at least one major author.
- incorporate secondary sources, with proper citations, in a larger essay.
- understand texts in their cultural contexts.

Specific to the America Literature Concentration:
- demonstrate familiarity with American authors and texts across the span of American literary history.
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- grasp the importance of thoroughly revising their own work.
- detect concrete and figurative language in others' work.
- achieve precision in their own use of concrete and figurative language.
- produce an original piece of fiction, a set of poems, a play, or a work of creative non-fiction.

Chair: Lisa Gordis (Professor)
Professors: James Basker (Richard Gilder Professor of Literary History), Christopher Baswell (Ann Whitney Olin Professor), Yvette Christiansë (Professor of English and Africana Studies), Mary Gordon (Millicent C. McIntosh Professor in English and Writing), Achsah Guibbory (Ann Whitney Olin Professor), Kim Hall (Lucyle Hook Professor of English and Africana Studies), Ross Hamilton (Director, Film Program), Saskia Hamilton (Director, Women Poets at Barnard), Maire Jaanus, Peter Platt, William Sharpe, Maura Spiegel (Term)
Associate Professors: Jennie Kassanoff, Monica Miller
Assistant Professors: Rachel Eisendrath, Aaron Schneider (Term)
Senior Lecturers: Pamela Cobrin (Director, Writing Program; Co-Director, Speaking Program), Patricia Denison (Associate Provost), Peggy Elsberg, Timea Szell (Director, Creative Writing), Margaret Vandenburg
Lecturers: Benjamin Breyer (First-Year Writing), Vrinda Condillac (First-Year Writing), Wendy Schor-Haim (Director, First-Year Writing), Alexandra Watson (First-Year Writing)
Anna Quindlen Writer in Residence: Jennifer Finney Boylan
**Requirements for the Major**

A major program consists of at least ten courses. Six of the ten must be taken at Barnard or Columbia:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL BC3193</td>
<td>Critical Writing (Formerly called Literary Criticism &amp; Theory: Best taken in the sophomore year.)</td>
<td>4</td>
</tr>
</tbody>
</table>

ENGL BC3159 and ENGL BC3160 The English Colloquium

Two courses in literature written before 1900  
One additional literature course (excluding the Colloquia and the English Conference).

Two electives chosen from the entire English Department offering
Two senior seminars given by the Barnard English Department
A course in American literature. It can simultaneously fulfill other requirements (elective, before 1900, etc.) where appropriate.

1. Taken in the junior year. All sections of 3159 (fall semester) are on the Renaissance; all sections of 3160 (spring semester) are on the Enlightenment. Students may substitute three courses for the two semesters of Colloquium. At least one of these three must cover literature before 1660 (i.e., Medieval or Renaissance); one other must cover literature of the 17th or 18th century (i.e., The Age of Enlightenment); the last can cover either literature before 1660 or literature of the 17th or 18th century. Students may also take one Colloquium and two substitutions, as long as one of the substitutions covers literature of the same period as the Colloquium it replaces. The other substitution may cover either literature of that same time period or literature of the time period of the other Colloquium. In either case, one of the courses used as a substitution for either Colloquium will also count towards satisfying the "before 1900" requirement. Please note that only one Colloquium substitution may be a Shakespeare course. For further details, refer to the Substitutions tab above.

2. Note: If you have substituted courses for the Colloquium requirement, ONE of the substitutions will count towards fulfillment of this requirement. For details, refer to the Substitutions tab above.

3. Excluding The English Conference, ENGL BC3101 The Writer’s Process: A Seminar in the Teaching of Writing, and ENGL BC3123 Rhetorical Choices: the Theory and Practice of Public Speaking. With the approval of the Chair of the Barnard Department of English, one course based in the literature of a foreign language (in English translation or in the original language) can count as an elective. See the Substitutions tab above for more details.

4. Seniors who wish to substitute an Independent Study for one of the two required senior seminars should consult the English Department Chair. Permission is given rarely and only to proposals meeting the criteria specified under the course description of ENGL BC3999. Apply by the day before the last day of Program Filing, since the computer system enabling you to register online updates overnight. The form can be downloaded from our Forms page and must be turned in to the English Department office (417 Barnard Hall).

**Requirements for the Minor**

A minor consists of at least five English courses (three of which must be qualifying Barnard or Columbia courses):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL BC3193</td>
<td>Critical Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

ENGL BC3159 and ENGL BC3160 The English Colloquium

Two courses in literature written before 1900  
One additional literature course (excluding the Colloquia and the English Conference).

Two electives chosen from the entire English Department offering
Two senior seminars given by the Barnard English Department
A course in American literature. It can simultaneously fulfill other requirements (elective, before 1900, etc.) where appropriate.

1. Including ENTH BC3137, certain seminar courses from ENGL BC3129 through ENGL BC3135 if the seminar topic is historically appropriate (please check with the English Department), ENGL BC3141, and ENGL BC3154 - ENGL BC3180. (For more details, visit our more extensive description in the Substitutions tab above.)

2. Excluding the Colloquia (ENGL BC3159-ENGL BC3160), The English Conference, The Writer’s Process (ENGL BC3101), and Rhetorical Choices: the Theory and Practice of Public Speaking (ENGL BC3123).

**Concentrations in the Major**

All concentrations in the major, except that in American Literature, require 11 courses.

**American Literature**

Students interested in an American Literature concentration should consult with Professor Lisa Gordis (408D Barnard Hall).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL BC3193</td>
<td>Critical Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

ENGL BC3159 and ENGL BC3160 The English Colloquium

Two courses in literature written before 1900. One of these courses must be either:

ENGL BC3179 American Literature to 1800  
or ENGL BC3180 American Literature, 1800-1870

One survey course on American literature between 1871 and the present, either:

ENGL BC3181 American Literature, 1871-1945  
or ENGL BC3183 American Literature since 1945
An additional American literature course

An elective chosen from the entire English Department offering  

Two senior seminars, one of which must focus on American literature.

1. Taken in the junior year. Students may substitute three courses for the two semesters of Colloquium. At least one of these three must cover literature before 1660 (i.e., Medieval or Renaissance); one other must cover literature of the 17th or 18th century (i.e., The Age of Enlightenment); the last can cover either literature before 1660 or literature of the 17th or 18th century. Students may also take one Colloquium and two substitutions, as long as one of the substitutions covers literature of the same period as the Colloquium it replaces. The other substitution may cover either literature of that same time period or literature of the time period of the other Colloquium. In either case, one of the courses used as a substitution for either Colloquium will also count towards satisfying the "before 1900" requirement. Please note that only one Colloquium substitution may be a Shakespeare course. For further details, refer to the Substitutions tab above.

2. Excluding The English Conference, ENGL BC3101 The Writer's Process: A Seminar in the Teaching of Writing, and ENGL BC3123 Rhetorical Choices: the Theory and Practice of Public Speaking. With the approval of the Chair of the Barnard Department of English, one course based in the literature of a foreign language (in English translation or in the original language) can count as an elective. See the Substitutions tab above for more details.

**Film**

Students interested in a film concentration should consult Professor Ross Hamilton (419 Barnard Hall). A film concentration consists of four courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction to Film and Film Theory:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FILM BC3201 or FILM UN1000</td>
<td>Introduction to Film and Media Studies</td>
<td>3</td>
</tr>
<tr>
<td>Film writing: Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FILM BC3119</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>FILM BC3120</td>
<td>Feature Film Screenwriting</td>
<td></td>
</tr>
<tr>
<td>The English/Film Senior Seminar given by the Barnard English Department</td>
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<tr>
<td>The final course, which requires approval, is a film course selected from among specific offerings at Barnard or Columbia.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

These four courses will count in place of two electives and one senior seminar in the regular English major.

**Theatre**

Students interested in a theatre concentration should consult Professor Pamela Cobrin (216 Barnard Hall). A theatre concentration consists of four courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following options:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option A:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTR UN3150</td>
<td>Western Theatre Traditions: Classic to Romantic</td>
<td>9</td>
</tr>
<tr>
<td>THTR UN3151</td>
<td>One dramatic literature seminar</td>
<td></td>
</tr>
<tr>
<td>Option B:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One theatre history course</td>
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</tr>
</tbody>
</table>

These four courses will count in place of two electives and one senior seminar in the regular English major.

Writing

Open to a limited number of English majors. Students enter the writing concentration by application only. English majors interested in being considered for the writing concentration should submit 15-20 pages of their writing to Professor Timea Szell, the Director of the Creative Writing Program, by the last day of program filing (occurring in mid-April for the spring semester or in mid-November for the fall semester) in the second semester of their JUNIOR year. A writing concentration consists of at least four courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory writing course. Select one of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL BC3105 through ENGL BC3113</td>
<td></td>
<td>3-6</td>
</tr>
<tr>
<td>ENGL BC3120</td>
<td>Creative Non-Fiction: Making Facts Sing</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3122</td>
<td>Creative Non-Fiction: Gendered Memoir</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3134</td>
<td>Creative Non-Fiction</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced writing course:</strong></td>
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<td></td>
</tr>
<tr>
<td>ENGL BC3114 through ENGL BC3118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL BC3125</td>
<td>Advanced Poetry Writing II</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3126</td>
<td>Advanced Projects in Prose Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3132</td>
<td>Fiction Writing: Longer Forms</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3150</td>
<td>Invention, Revision, and Imagination</td>
<td></td>
</tr>
<tr>
<td>An elective, either in literature (in English or another language), or creative writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| A Senior Project  
1. With the approval of the Chair of the Barnard Department of English, one course based in the literature of a foreign language (in English translation or in the original language) can count as an elective. (See the Substitutions tab above for more details.)  
2. A senior project is usually written in a creative writing course. Please note that you must file a variable point form (https://barnard.edu/registrar/enrollment-confirmation-registration/special-sign-up/#var) with the Registrar to earn four points for the course in which you are writing your senior project, and to meet the senior project requirement. In rare cases, the Senior Project may be written in an Independent Study (ENGL BC3999 Independent Study). | 4      |

Consult the Director of Creative Writing, Professor Timea Szell (423 Barnard Hall), for applicability of Columbia courses. These four courses will count in place of two electives and one senior seminar in the regular English major.

Colloquia Substitutions

ENGL BC3159 and ENGL BC3160 are required of English majors in the junior year. All sections of 3159 (fall semester) are on the literature
of the Renaissance; all sections of 3160 (spring semester) are on the literature of the Enlightenment.

Students may substitute three courses for the two semesters of Colloquium. At least one of these three must cover literature before 1660 (i.e., Medieval or Renaissance); one other must cover literature of the 17th or 18th century (i.e., The Age of Enlightenment); the last can cover either literature before 1660 or literature of the 17th or 18th century.

Students may also take one Colloquium and two substitutions, as long as one of the substitutions covers literature of the same period as the Colloquium it replaces. The other substitution may cover either literature of that same time period or literature of the time period of the other Colloquium.

In either case, one of the courses used as a substitute for either the fall or spring Colloquium will also count towards satisfying the “before 1900” requirement.

Please note that only one Colloquium substitution in total may be a Shakespeare course.

To see if other courses may qualify, consult with your major adviser or the Chair of the English Department.

Courses which can serve as a Medieval/Renaissance substitution include

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL BC3133</td>
<td>Early Modern Women Writers ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3135</td>
<td>Laughing: Wit and Humor in the Renaissance</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3136</td>
<td>Renaissance Epic</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3154</td>
<td>Chaucer Before Canterbury</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3155</td>
<td>Canterbury Tales</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3158</td>
<td>Medieval Literature: Literatures of Medieval Britain</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3165</td>
<td>The Elizabethan Renaissance: Lyric Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3166</td>
<td>Seventeenth-Century Prose and Poetry ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3167</td>
<td>Milton ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3169</td>
<td>Renaissance Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3170</td>
<td>English Literature and Science 1600-1800 ¹</td>
<td></td>
</tr>
</tbody>
</table>

Only one substitution may be a Shakespeare course

ENTH BC3136 Shakespeare in Performance
or ENTH BC3147 Shakespeare, Theory, Performance
or ENGL BC3163 Shakespeare I
or ENGL BC3164 Shakespeare II

Courses which can serve as an Age of Enlightenment substitution include

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL BC3133</td>
<td>Early Modern Women Writers ¹</td>
<td></td>
</tr>
<tr>
<td>ENTH BC3137</td>
<td>Restoration and 18th-Century Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3166</td>
<td>Seventeenth-Century Prose and Poetry ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3167</td>
<td>Milton ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3170</td>
<td>English Literature and Science 1600-1800 ¹</td>
<td></td>
</tr>
</tbody>
</table>

Courses in Literature Written before 1900

If you have substituted two or three courses for the Colloquium requirement, one of the substitutions will count towards fulfillment of this requirement. To see if a course not listed here may qualify for this requirement, consult your major adviser and the Chair of the English Department.

Qualifying courses in literature written before 1900 can include

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL BC3129</td>
<td>Explorations of Black Literature: Early African-American Lit. 1760-1890</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3133</td>
<td>Early Modern Women Writers</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3135</td>
<td>Laughing: Wit and Humor in the Renaissance</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3136</td>
<td>Renaissance Epic</td>
<td></td>
</tr>
<tr>
<td>ENTH BC3136</td>
<td>Shakespeare in Performance</td>
<td></td>
</tr>
<tr>
<td>ENTH BC3137</td>
<td>Restoration and 18th-Century Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3141</td>
<td>Major English Texts I</td>
<td></td>
</tr>
<tr>
<td>ENTH BC3145</td>
<td>Early American Drama and Performance: Staging a Nation</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3154</td>
<td>Chaucer Before Canterbury</td>
<td></td>
</tr>
<tr>
<td>ENTH BC3147</td>
<td>Shakespeare, Theory, Performance</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3155</td>
<td>Canterbury Tales</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3158</td>
<td>Medieval Literature: Literatures of Medieval Britain</td>
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</tr>
<tr>
<td>ENGL BC3163</td>
<td>Shakespeare I</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3164</td>
<td>Shakespeare II</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3165</td>
<td>The Elizabethan Renaissance: Lyric Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3166</td>
<td>Seventeenth-Century Prose and Poetry ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3167</td>
<td>Milton ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3168</td>
<td>Lyric Poetry: an Introduction</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3169</td>
<td>Renaissance Drama</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3170</td>
<td>English Literature and Science 1600-1800 ¹</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3173</td>
<td>The Eighteenth-Century Novel</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3174</td>
<td>The Age of Johnson</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3179</td>
<td>American Literature to 1800</td>
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</tbody>
</table>

Courses in American Literature

To see if a course not listed here may qualify for this requirement, consult your major adviser and the Chair of the English Department.
Qualifying courses in American literature can include

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL BC3129</td>
<td>Explorations of Black Literature: Early African-American Lit. 1760-1890</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3130</td>
<td>The American Cowboy and the Iconography of the West</td>
<td></td>
</tr>
<tr>
<td>ENTH BC3144</td>
<td>Black Theatre</td>
<td></td>
</tr>
<tr>
<td>ENTH BC3145</td>
<td>Early American Drama and Performance: Staging a Nation</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3179</td>
<td>American Literature to 1800</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3180</td>
<td>American Literature, 1800-1870</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3181</td>
<td>American Literature, 1871-1945</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3182</td>
<td>American Fiction</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3183</td>
<td>American Literature since 1945</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3187</td>
<td>American Writers and Their Foreign Counterparts</td>
<td></td>
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<tr>
<td>ENGL BC3196</td>
<td>Home to Harlem: Literature of the Harlem Renaissance</td>
<td></td>
</tr>
<tr>
<td>AFEN BC3815</td>
<td>The Worlds of Ntozake Shange and Digital Storytelling</td>
<td></td>
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<tr>
<td>AFEN BC3816</td>
<td>The Worlds of Ntozake Shange and Digital Storytelling</td>
<td></td>
</tr>
<tr>
<td>ENGL BC3906</td>
<td>Sr. Sem: Black Literature Now</td>
<td></td>
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<tr>
<td>ENGL BC3907</td>
<td>Sr. Sem: Short Fiction by American Women</td>
<td></td>
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<tr>
<td>ENGL BC3908</td>
<td>Sr. Sem: The American Sublime</td>
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<tr>
<td>ENGL BC3911</td>
<td>Sr. Sem: Write to Vote</td>
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</tbody>
</table>

Substituting with Courses from Other Departments

ENGL BC3193 Critical Writing: (formerly called Literary Criticism & Theory) must be taken in the Barnard English Department.

To Qualify as a Substitution

For a literary period requirement, the substituting course must cover material from the same literary period covered by the course it is replacing, not just include some of that period’s material in a larger range of literature. With the approval of the Chair of the Barnard English Department, one literature course taken outside the department in English translation or in another language can count as an elective. If your adviser or the Chair is not familiar with the course (even if given at Columbia), you must provide the syllabus.

Please note that the English Department requires that six of the ten courses required for graduation as an English major be taken at Barnard or Columbia.

Introductory

ENGL BC1204 First-Year Writing (Workshop): Critical Conversations . 4 points.

(Formerly called “First-Year English: Reinventing Literary History (Workshop).”) Close examination of texts and regular writing assignments in composition, designed to help students read critically and write effectively. Sections will focus on Legacy of the Mediterranean or Women and Culture and meet three times a week.
ENGL 1210 002/07047 M W 2:40pm - 3:55pm 407 Barnard Hall Condillac Viinda 3 15/15
ENGL 1210 003/06266 T Th 11:40am - 12:55pm 405 Barnard Hall Condillac Viinda 3 13/15
ENGL 1210 004/07970 M W 11:00pm - 2:25pm 403 Barnard Hall Condillac Viinda 3 15/15
ENGL 1210 005/08999 T Th 11:00pm - 2:25pm 404 Barnard Hall Condillac Meredith 3 15/15
ENGL 1210 006/03564 T Th 2:40pm - 3:55pm 404 Barnard Hall Condillac Benjamin 3 15/15

ENGL BC1211 First-Year Writing: Critical Conversations: The Western Tradition--Legacies. 3 points.
"Custom and authority are no sure evidence of truth," Isaac Watts, Logic; or, The Right Use of Reason in the Enquiry After Truth (1802)

Where do our (often unconscious) assumptions about our world and our place in it come from? This course explores key intellectual moments in the literature of the Mediterranean world, whose ideas gave rise to the structures governing much of the Western world today -- structures that sustain and perpetuate ideas about power, authority, gender, and morality that influence our lives in ways both visible and invisible. We read these texts, primarily imaginative literature, to see how they reify, comment upon, resist and/or imagine alternatives to existing social and ideological structures; reading in this way allows us to consciously name and examine how ideology both shifts over time and, in vital ways, remains constant, inviting us to question the myth of progress at the heart of canonicity. No two syllabi are exactly the same, but works studied in the fall term include Homer, The Odyssey; The Homeric Hymn to Demeter; Euripides, The Bacchae; Virgil, Aeneid; Dante, Inferno; Chaucer, The Canterbury Tales; Margery Kempe, The Book of Margery Kempe; and Shakespeare. Works studied in the spring term include Milton, Paradise Lost; Voltaire, Candide; ; William Wordsworth (selected poetry); Mary Shelley, Frankenstein; Darwin, Marx, and Freud (selected essays); Joseph Conrad, Heart of Darkness; T. S. Eliot, The Waste Land; Virginia Woolf, To the Lighthouse; Zora Neale Hurston, Of Mules and Men and Their Eyes Were Watching God; Toni Morrison, Beloved; and Nella Larsen, Passing. Critical scholarship from a variety of traditions (feminist, queer, post-colonial) and thinkers (bell hooks, Christine Froula, Edward Said, Karen Homey, Toni Morrison) allows us to interrogate these texts and the traditions they support, complicate, challenge, etc.

ENGL 1211 001/04730 M W 2:40pm - 3:55pm 404 Barnard Hall Benjamin 3 15/15
ENGL 1211 002/02058 M W 2:40pm - 3:55pm 403 Barnard Hall Stefan 3 15/15
ENGL 1211 003/08189 M W 8:40am - 9:55am 406 Barnard Hall Donna 3 15/15
ENGL 1211 004/06252 T Th 11:00pm - 2:25pm 405 Barnard Hall Paparella Wendy Schor-Haim 3 16/16
ENGL 1211 005/02446 T Th 2:40pm - 3:55pm 407 Barnard Hall Sonam Singh 3 15/15
ENGL 1211 006/04318 T Th 8:40am - 9:55am 404 Barnard Hall Benjamin Breyer 3 15/15
ENGL 1211 007/09315 M W 10:10am - 11:25am 405 Barnard Hall Benjamin Breyer 3 15/15

ENGL BC1212 First-Year Writing: Critical Conversations: The Americas. 3 points.

This course transcends traditional and arbitrary distinctions separating Caribbean, North, South, and Central American literatures. The Americas emerge not as colonial subjects but as active historical and aesthetic agents. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to classic novels, short stories, and poetry, this multicultural curriculum features works ranging in scope from creation accounts to autobiographies, as well as indigenous genres including captivity and slave narratives that belie New World declarations of independence. No two syllabi are exactly the same, but works studied in the fall term include the Popul Vuh; William Shakespeare, The Tempest; Sor Juana Inés de la Cruz, selected poetry; Phillis Wheatley, selected poetry; William Apess, A Son of the Forest; Esteban Echeverria, "El Matadero"; Catharine Maria Sedgwick, Hope Leslie; Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself; Herman Melville, Benito Cereno. Spring term readings include Mark Twain, Pudd’nhead Wilson; Frederick Douglass, Narrative of the Life of Frederick Douglass; José Marti, Walt Whitman, Emily Dickinson, Langston Hughes, selected poetry; T. S. Eliot, The Waste Land; Pablo Neruda, The Heights of Macchu Picchu; Machado de Assis, Dom Camurro; William Faulkner, "The Bear", Gabriel García Márquez, One Hundred Years of Solitude.

Fall 2017: ENGL BC1212 Course Times/Locatoom Information Instructor Points Enrollment
ENGL 1212 001/03496 M W 1:10pm - 2:25pm 406 Barnard Hall Linn Mehta 3 15
ENGL 1212 002/04330 M W 1:10pm - 2:25pm 404 Barnard Hall Alexandra Watson 3 15
ENGL 1212 003/08520 M W 4:10pm - 5:25pm 406 Barnard Hall Alexandra Watson 3 14
ENGL 1212 004/02776 T Th 10:10am - 11:25am 407 Barnard Hall Alexandra Watson 3 15

Spring 2018: ENGL BC1212 Course Times/Location Instructor Points Enrollment
ENGL 1212 001/06055 T Th 10:10am - 11:25am 102 Sulzberger Annex 3 15/15
ENGL 1212 002/02444 T Th 10:10am - 11:25am 406 Barnard Hall Alexandra Watson 3 15/15
ENGL 1212 003/03119 M W 11:40am - 12:55pm 406 Barnard Hall Alexandra Watson 3 15/15
ENGL 1212 004/04338 M W 2:40pm - 3:55pm 405 Barnard Hall Barbara Morris 3 14/15
ENGL 1212 005/05446 T Th 11:40am - 12:55pm 403 Barnard Hall Jennifer Rosenthal 3 15/15
Writing

ENGL BC3101 The Writer’s Process: A Seminar in the Teaching of Writing. 4 points.
Prerequisites: Application process and permission of instructor. Does not count for English major credit.
Exploration of theory and practice in the teaching of writing, designed for students who plan to become Writing Fellows at Barnard. Students will read current theory and consider current research in the writing process and engage in practical applications in the classroom or in tutoring.

Fall 2017: ENGL BC3101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ENGL 3101 001/07765 T Th 2:40pm - 3:55pm 406 Barnard Hall Pamela Cobrin 4 20

ENGL BC3102 Academic Writing Intensive. 4 points.
Academic Writing Intensive is an intensive writing course for Barnard students in their second or third year. Students attend a weekly seminar, work closely with the instructor on each writing assignment, and meet with an attached Writing Fellow every other week. Readings and assignments focus on transferable writing and revision skills that students can apply to any discipline.

Fall 2017: ENGL BC3102
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ENGL 3102 001/02501 T 2:10pm - 4:00pm 303 Altschul Hall Cecilia Lie 4 6/8

ENGL BC3103 The Art of the Essay. 3 points.
Prerequisites: Students who are on the electronic waiting list or who are interested in the class but are not yet registered MUST attend the first day of class.
(Formerly called Essay Writing.) Essay writing above the first-year level. Reading and writing various types of essays to develop one’s natural writing voice and craft thoughtful, sophisticated and personal essays.

Fall 2017: ENGL BC3103
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ENGL 3103 001/07766 W 11:00am - 12:50pm 406 Barnard Hall Aaron Schneider 3 13/15
ENGL 3103 002/08563 Th 2:10pm - 4:00pm 404 Barnard Hall Wendy Schor-Haim 3 9/12
ENGL 3103 003/09867 T 2:10pm - 4:00pm 404 Barnard Hall Margaret Ellsberg 3 12/12

ENGL BC3104 The Art of the Essay. 3 points.
Prerequisites: Students who are on the electronic waiting list or who are interested in the class but are not yet registered MUST attend the first day of class.
(Formerly called Essay Writing.) Essay writing above the first-year level. Reading and writing various types of essays to develop one’s natural writing voice and craft thoughtful, sophisticated and personal essays. Please note, section 4 is open only to Barnard VISP and international students. If you are an international student who would like to take this section, please email clie@barnard.edu.

Spring 2018: ENGL BC3104
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ENGL 3104 001/09306 W 11:00am - 12:50pm 403 Barnard Hall Aaron Schneider 3 11/12

Creative Writing

A writing sample is required to apply to all Barnard creative writing courses. As space is limited in creative writing courses, not all students who apply are guaranteed admittance.

Students are unable to self-register for Barnard creative writing courses. Interested students who have submitted writing samples may put the course on their online schedule, which will automatically place them on the wait list. If they are accepted, the professor will take them off the wait list, but until that time no one is officially registered for the class.

Directions on how to apply to creative writing courses are available on the Forms section of the English Department website (http://english.barn.edu/forms-procedures/forms).

The submission deadline for the spring 2018 semester is 11:59pm, January 2, 2018. Admits will be posted on the Admit Lists section of the English Department website (https://english.barn.edu/course-information/admit-lists) as the department receives them from the professors. If an admit list is not posted for a class before its first meeting, attend it.

ENGL BC3105 Fiction and Personal Narrative. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barn.edu/departmental-forms#creativewriting.
This class centers on the appreciation, analysis, and practice of short literary fiction, including personal narrative. In addition to weekly writing exercises, twice a semester each student will make available to the entire class longer pieces for "workshopping." These pieces will receive written evaluations from instructor and peers both. We will also read and study narrative by published authors -- historical and contemporary. In both student-generated and published work we will consider elements of prose narrative from structure to characterization, plot to voice, etc., in the hopes that such consideration will encourage student writers to expand their writerly repertoire and improve their work in terms of both craft and literary substance.

Fall 2017: ENGL BC3105
Course Number Section/Call Number Times/Location Instructor Points Enrollment
ENGL 3105 001/03041 T Th 11:00am - 12:50pm 226 Lewisohn Hall Mary Keane 3 12/13
ENGL 3105 002/03997 M 11:00am - 12:50pm 501 Diana Center Wendy Schor-Haim 3 11/12

ENGL BC3106 Fiction and Personal Narrative. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified
concentration in creative writing once per senior year in order to fulfill
the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the
application form can be found here: https://english.barnard.edu/
departmental-forms#creativewriting.

In this workshop we will read risky and urgent examples of life writing,
from autobiographical fiction to radical and poetic memoir and essay.
Some writers we could be reading include Claudia Rankine, Lydia
Davis, Hervé Guibert, Chris Kraus, and others. I hope to help you push
your texts to their vibrant full potential. We will also be developing an
innovative vocabulary to describe the work you’re reading and writing.
Open to anyone willing to read, write, and rewrite adventurously.

ENGL BC3107 Introduction to Fiction Writing. 3 points.
Please note that the option to take creative writing courses for
4 points is open only to senior English majors with a verified
concentration in creative writing once per senior year in order to fulfill
the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the
application form can be found here: https://english.barnard.edu/
departmental-forms#creativewriting.
Practice in writing short stories and autobiographical narrative with
discussion and close analysis in a workshop setting.

ENGL BC3108 Introduction to Fiction Writing. 3 points.
Please note that the option to take creative writing courses for
4 points is open only to senior English majors with a verified
concentration in creative writing once per senior year in order to fulfill
the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the
application form can be found here: https://english.barnard.edu/
departmental-forms#creativewriting.

ENGL BC3110 Introduction to Poetry Writing. 3 points.
Welcome to (near) total freedom. This class is an introduction to
writing poetry, keeping the taillights of traditional English verse in mind,
while exploring contemporary ideas of poetic theory and practice.
Poetry prompts, assignments, visiting poets, peer workshops, and
attention to revision will help us tease out the Creator within. We
will be writing lyric poems, which embody a kind of “psychological
wisdom,” giving us a believable representation of what 19th century
poet Matthew Arnold called “the dialogue of the mind with itself.”
Among the questions we’ll explore: How do imagination, “real life,”
and conscious artifice (among other things) enter into the writing
of poems? How does a poem interface with its reader/listener?
What’s the role of enigma, or even opacity, in poetry? How much
clearness or accessibility is desirable? We will also linger over and
consider the import and function of the poetic image remembering,
as Ezra Pound wrote, “The image is more than an idea. It is a vortex
or cluster of fused ideas and is endowed with energy.” Regular
attendance, full participation in class discussions, timely completion of
assignments journal, and the submission of a final portfolio of poems
are requirements for earning credit in this class.

ENGL BC3113 Playwriting I. 3 points.
Please note that the option to take creative writing courses for
4 points is open only to senior English majors with a verified
concentration in creative writing once per senior year in order to fulfill
the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the
application form can be found here: https://english.barnard.edu/
departmental-forms#creativewriting.
A workshop to provoke and investigate dramatic writing.

ENGL BC3114 Playwriting II. 3 points.
Please note that the option to take creative writing courses for
4 points is open only to senior English majors with a verified
concentration in creative writing once per senior year in order to fulfill
the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the
application form can be found here: https://english.barnard.edu/
departmental-forms#creativewriting.

What makes a play alive? Often a playwright is surprised into their
strongest work. The practices of experimentation and analysis,
curiosity and audacity lead to new possibilities. Students will read and
respond to plays, identifying elements and strategies, and each week
bring in fragments and scenes written in response to weekly prompts.
By the middle of the semester, students will choose the piece that feels
the most viable and develop it into what in most cases will be a thirty
page play. NOTE: Playwriting I (ENGL BC3113) is NOT a prerequisite, and
students need not have written a play before.
ENGL BC3115 Story Writing I. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration's senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

Advanced workshop in writing, with emphasis on the short story.

Fall 2017: ENGL BC3115
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ENGL 3115  001/02610  Th 6:10pm - 8:00pm Mary Keane  3  10/12

ENGL BC3116 Story Writing II. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration's senior project requirement.

Prerequisites: Some experience in writing of fiction. Conference hours to be arranged. Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

Advanced workshop in writing, with emphasis on the short story.

Spring 2018: ENGL BC3116
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ENGL 3116  001/08412  T 2:10pm - 4:00pm Mary Gordon  3  9/12

ENGL BC3117 Fiction Writing. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration's senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

"I had given myself up to the idleness of a haunted man who looks for nothing but words wherein to capture his visions."-Joseph Conrad. Given that reading is the one training tool writers cannot do without, this course aims to demonstrate how one might read as a writer. What sets this course apart is its focus, allotted equally, to creative writing and creative reading. Students will produce original prose fiction—which will be discussed in workshops and engage in close reading of a wide selection of novels and short stories.

Fall 2017: ENGL BC3117
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ENGL 3117  001/09348  M 11:00am - 12:50pm Hisham Matar  3  11/12

ENGL BC3118 Advanced Poetry Writing I. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration's senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

Weekly workshops designed to generate and critique new poetry. Each participant works toward the development of a cohesive collection of poems. Readings in traditional and contemporary poetry will also be included.

Fall 2017: ENGL BC3118
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ENGL 3118  001/03566  M 11:00am - 12:50pm Saskia  3  9/12

ENGL BC3120 Creative Non-Fiction: Making Facts Sing. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration's senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

This course will challenge students to take on what are considered either difficult topics (e.g. in science and math) or "mundane" topics and create convincing and clear narratives therefrom. We will consider writing from John McPhee, Natalie Angier, Oliver Sacks, Nicholson Baker, and others. Through iterative writing exercises, research, and interviews, students will learn how to breathe life into complex material.

Fall 2017: ENGL BC3120
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ENGL 3120  001/06759  T 10:10am - 12:00pm Alexandra  3  7/12

ENGL BC3122 Creative Non-Fiction: Gendered Memoir. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration's senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

A workshop in writing short autobiographical story with particular attention to the role gender plays in shaping experience. Focus on student writing, along with readings from the work of authors such as Augusten Buroughs; Alice Sebold; Alison Bechdel; Mary Karr, and others.

PLEASE NOTE: This course has been renumbered. It was previously ENGL BC3120, section 3 and has not changed in content.

ENGL BC3125 Advanced Poetry Writing II. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration's senior project requirement.

Prerequisites: Writing sample required to apply: required cover sheet and instructions are available here: http://english.barnard.edu/forms-
ENGL BC3126 Advanced Projects in Prose Writing. 3 points.
Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

A creative writing workshop in fiction, devoted to the imaginative process, and most specifically, to the arts of invention and revision. In addition to considering the wellspring of creative ideas themselves, students will write stories in a variety of lengths—moderate, long, and as short-shorts. Through this process, apprentice writers will become intimate with the most essential aspect of creating imaginative work: the dedication to seeing one’s ideas—just like the human soul itself—morph and grow over time, until it finds its most perfect draft.

Speech
Registration in these courses is limited.

ENGL BC3121 Public Speaking. 3 points.
Prerequisites: Enrollment limited to 14 students. Open only to undergraduates, preference to seniors and juniors. Attend first class for instructor permission. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment.

This course will introduce you to principles of effective public speaking and debate, and provide practical opportunities to use these principles in structured speaking situations. You will craft and deliver speeches, engage in debates and panel discussions, analyze historical and contemporary speakers, and reflect on your own speeches and those of your classmates. You will explore and practice different rhetorical strategies with an emphasis on information, persuasion and argumentation. For each speaking assignment, you will go through the speech-making process, from audience analysis, purpose and organization, to considerations of style and delivery. The key criteria in this course are content, organization, and adaptation to the audience and purpose. While this is primarily a performance course, you will be expected to participate extensively as a listener and critic, as well as a speaker.

ENGL BC3123 Rhetorical Choices: the Theory and Practice of Public Speaking. 3 points.
Prerequisites: Application process and permission of instructor. Does not count for major credit. Enrollment restricted to Barnard students. Speaking involves a series of rhetorical choices regarding vocalization, presentation, argument construction, and physical affect that, whether made consciously or by default, project information about the identity of the speaker. In this course students will relate theory to practice: to learn principles of public speaking and speech criticism for the purpose of applying these principles as peer tutors in the Speaking Fellow Program.
Theatre
Registration in ENTH seminars is limited to 16 students. See Theatre Department course descriptions for Western Theatre Traditions: Classical to Romantic (THTR V 3150) and Western Theatre Traditions: Modern (THTR V 3151).

ENTH BC3136 Shakespeare in Performance. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT),
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 16 students. Preference given to juniors and seniors. Sign-up with the English Department is required. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. The date, time, and location that sign-up sheets go up is listed here: http://english.barnard.edu/sign-ups
Shakespeare’s plays as theatrical events. Differing performance spaces, acting traditions, directorial frames, theatre practices, performance theories, critical studies, cultural codes, and historical conventions promote differing modes of engagement with drama in performance. We will explore Shakespeare’s plays in the context of actual and possible performance from the Renaissance to the twenty-first century.

ENTH BC3137 Restoration and 18th-Century Drama. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT),
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 16 students. Sign-up with the English Department is required. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. The date, time, and location that sign-up sheets go up is listed here: http://english.barnard.edu/sign-ups
Performance conventions, dramatic structures, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Trotter, Centlivre, Dryden, Congreve, Farquhar, Gay, Goldsmith, and Sheridan.

ENTH BC3139 Modern American Drama and Performance. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT),
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 16 students. Sign-up with the English Department is required. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. The date, time, and location that sign-up sheets go up is listed here: http://english.barnard.edu/sign-ups
Modern American drama in the context of theatrical exploration, cultural contestation, performance history, and social change. Playwrights include Crothers, Glaspell, O’Neill, Odets, Wilder, Stein, Williams, Miller, Hansberry, Albee, Fornés, Kennedy, Mamet, Parks, and Ruhl.

ENTH BC3144 Black Theatre. 4 points.
Prerequisites: Enrollment limited to 16 students.

ENTH BC3145 Early American Drama and Performance: Staging a Nation. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT),
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 16 students. Sign-up with the English Department is required. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. The date, time, and location that sign-up sheets go up is listed here: http://english.barnard.edu/sign-ups
Competing constructions of American identity in the United States date back to the early republic when a newly emerging nation struggled with the questions: What makes an American American? What makes America America? From colonial times forward, the stage has served as a forum to air differing beliefs as well as medium to construct new beliefs about Nation, self and other. The texts we will read, from colonial times through WWI, explore diverse topics such as politics, Native American rights, slavery, labor unrest, gender roles, and a growing immigrant population.

ENTH BC3147 Shakespeare, Theory, Performance. 3 points.
Not offered during 2017-18 academic year.

Course focuses on the historical and theoretical implications of Shakespearean drama in performance; attention given to early modern and modern history of Shakespeare’s plays onstage, and to film, television, and digital performance. Substantial engagement with literary, cultural, and performance theory. Fulfills one (of two) required courses in dramatic literature or Shakespeare requirement for Theatre/Drama and Theatre Arts majors.

ENTH BC3186 Modern Drama. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT),
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 16 students. Sign-up with the English Department is required. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. The date, time, and location that sign-up sheets go up is listed here: http://english.barnard.edu/sign-ups
Course traces the literary, theoretical, and historical development of drama from the 1850s onward, treating the plays of (among others) Ibsen, Strindberg, Chekhov, Brecht, Beckett, Soyinka, Churchill, and critical/theoretical texts by Nietzsche, Freud, Brecht, Artaud, Butler, and others.

Language and Literature
ENGLISH CONFERENCE (ENGL BC3091 through ENGL BC3099):
Various topics presented by visiting scholars in courses that will meet for two to four weeks during each semester. Topics, instructors, and
times will be announced by the department. Students must attend all classes to receive credit for this course.

**ENGL BC3094 The English Conference: The Lucyle Hook Guest Lectureship. 1 point.**

Prerequisites: To be taken only for P/F. Students must attend all classes to receive credit for this course. Enrollment limited to 60 students.

Please note: The four course sessions for The English Conference in fall 2017 are October 16, 23, 30, and November 13. Consult the English Department's website for a course description. (http://english.barnard.edu/course-information/english_conference)

**ENGL BC3129 Explorations of Black Literature: Early African-American Lit. 1760-1890. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Enrollment limited to 18 students.

Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered.

**ENGL BC3130 The American Cowboy and the Iconography of the West. 3 points.**

We will consider the image and role of the cowboy in fiction, social history, film, music, and art. Readings will include Cormac McCarthy's "The Border Trilogy.

**ENGL BC3131 The Shadow Knows. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 25 students.

The well-known story of Peter Pan's lost shadow, attached by Wendy, seems to belong to the world of fantasy. But it reminds us of an everyday fact: in the world of art, shadows are arbitrary. They can come and go at the whim of artist or writer. While in life we have shadows with us as long as we breathe, in literature and the visual arts, and often in our spoken words, they require--and deserve--constant attention.

If on a literal level shadows emphasize light, space, and corporeal reality, in artistic uses and metaphoric speech they express some of our deepest emotions, from fear to desire; they invoke mystery and misery; they teach us and tease us. This course will investigate both real-world and artistic shadows, using texts and images from philosophy, literature, painting, sculpture, photography, and film.

We will study texts by Plato, Pliny, Chaminso, Andersen, Shakespeare, Donne, Dickens, Poe, Conrad, Barrie, and others; and visual images by Masaccio, Rembrandt, Vermeer, Munch, Hopper; Talbot, Stieglitz, Strand, Brassai, Murnau, Wiene, Duchamp, DeChirico, Warhol, and others.

**ENGL BC3133 Early Modern Women Writers. 4 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 15 students. PLEASE NOTE: starting the spring 2015 semester, there will NOT be a departmental sign-up sheet for this class.

Despite popular conceptions insisting that the ideal Renaissance woman was silent, as well as chaste and obedient, many women in the early modern period (c. 1550-1800) defied such sentiments by writing, circulating and publishing their own literature. Under the influence of humanism, a generation of educated women arose who would become both the audience for and contributors to the great flowering of literature written in sixteenth and seventeenth century England. As we examine how these women addressed questions of love, marriage, age, race and class, we will also consider the roles women and ideas about gender played in the production of English literature. We will read from a range of literary (plays & poetry) and non-literary (cookbooks, broadside, midwifery books) texts. Seminar participants will be asked to circulate a formal paper for peer review and complete two digital projects.

**AFEN BC3134 Unheard Voices: African Women’s Literature. 4 points.**

How does one talk of women in Africa without thinking of Africa as a ‘mythic unity’? We will consider the political, racial, social and other contexts in which African women write and are written about in the context of their located lives in Africa and in the African Diaspora.

**ENGL BC3135 Laughing: Wit and Humor in the Renaissance. 3 points.**

Not offered during 2017-18 academic year.

**USED TO BE 3137 SEC. 2: NUMBERING HAS CHANGED, NOT CONTENT.** An examination of the varieties of wit and humor in the European Renaissance, with an emphasis on England. How was wit imagined? What were its benefits? How did laughter affect the body? Why is sex funny? How does wit relate to cruelty? Authors include Arentino, Rabelais, Marguerite de Navarre, Louise Labé, Thomas More, Philip Sidney, John Harrington (inventor of the water closet), John Donne, Aphra Behn, and some joke collections.

**ENGL BC3136 Renaissance Epic. 3 points.**

Not offered during 2017-18 academic year.

The epic tradition raises crucial questions about the interrelationship of literature and power. In telling the story of war and empire building, how does epic both promote and also challenge the cause of the winner? How does epic preserve a space for more lyrical forms of subjectivity? What does this literary form tell about the role of women, the nameless majority and the global ‘other’ in the West? In this course, we will trace the European epic tradition, studying Homer’s Iliad, Virgil’s Aeneid, Spenser’s The Faerie Queene and Milton’s Paradise Lost. Finally, we will read a contemporary poet’s reflection on this tradition, Alice Oswald’s Memorial: An Excavation of the Iliad.

**ENGL BC3137 Coetzee, Ishiguro and Sebald. 3 points.**

Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 18 with priority given to Juniors and Seniors.

This seminar will undertake close readings of works by three masters of the contemporary novel. Their narrative engagements with the watershed events of the Twentieth Century will draw our attention to matters of collective and national memory, dislocation, migrancy, bare life, human rights, dignity, the human and post-human, loss,
reconciliation, forgiveness. The narrative innovations introduced by these authors re-calibrate interiority and advance an ethics of reading.

**ENGL BC3141 Major English Texts I. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Enrollment limited to 25 students. A chronological view of the variety of English literature through study of selected writers and their works. Autumn: Beowulf through Johnson.

**ENGL BC3142 Major English Texts II. 3 points.**

A chronological view of the variety of English literature through study of selected writers and their works. Spring: Romantic poets through the present.

**ENGL BC3143 Middle Fictions: Long Stories, Short Novels, Novellas. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2017-18 academic year.

Discussion of fictions between 60-150 pages in length. Authors include James, Joyce, Mann, Nabokov, Cather, Welty, West, Porter, Olsen, Trevor.

**AFEN BC3146 Resisting Stereotypy, Resisting the Spectral Self: African Diasporic Counter Images. 4 points.**

Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 14 students. "Sticks and stones may break my bones, but names will never hurt..." Well. Hmm. This course focuses on theories of stereotypy and its mechanisms. We engage visual images (cinematographic, photographic and painterly) and print culture (novels, poems) that traffic in stereotypes and we consider resistances to these. We read comparatively across African American, African diasporic and African works. We do so by considering the arenas in which stereotyping practices and resistances to do battle: the public sphere and the private, the national and transnational/global. Our readings consider the psychic, political and economic violence of stereotypes as race, gender, sexuality, class, religion and nationality are invoked and manipulated.

**ENGL BC3146 Walk This Way. 3 points.**

What’s in a walk? This course undertakes an interdisciplinary study of a fundamental human activity, focusing on philosophical and aesthetic treatments of human locomotion. After first examining the history of walking as a social, economic, religious, and political activity, the course will concentrate on urban walking and how it has been represented in text and image from ancient times to the present. Topics will include walking as introspection, escape, recreation, and discovery: walking and gender; the psychogeography of walking, walking in the city, etc. Readings from Austen, Wordsworth, Dickens, Thoreau, Whitman, Joyce, Woolf, O’Hara, De Certeau, and many others.

Images from film, painting, and photography to be provided by student research. Ditto for musical strolls.

**ENGL BC3147 Introduction to Narrative Medicine. 4 points.**

Prerequisites: Post-bacc students require instructor permission. Narrative Medicine was designed to give doctors and healthcare professionals a more profound understanding of, and empathy for, the experience of illness. It teaches how to listen and what to listen for. While the skills developed are directly applicable to the practice of medicine, they are also important in any field in which human relationships are central: business, law, architecture, social work, and the creative arts. The multidisciplinary course entails a rigorous integration of didactic and experiential methodology to develop a heightened awareness of self and others and build a practical set of narrative competencies.

**AFEN BC3148 Literature of the Great Migration: 1916-1970. 3 points.**

Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited 18 students. Explores, through fiction, poetry, essays, and film, the historical context and cultural content of the African American migration from the rural south to the urban cities of the north, with particular emphasis on New York, Chicago, Detroit, and Philadelphia.

**ENGL BC3154 Chaucer Before Canterbury. 3 points.**

Chaucer’s innovations with major medieval forms: lyric, the extraordinary dream visions, and the culmination of medieval romance, *Trovilus and Criseyde*. Approaches through close analysis, and feminist and historicist interpretation. Background readings in medieval life and culture.

**ENGL BC3155 Canterbury Tales. 3 points.**

Chaucer as inheritor of late-antique and medieval conventions and founder of early modern literature and the fiction of character. Selections from related medieval texts.

**ENGL BC3158 Medieval Literature: Literatures of Medieval Britain. 3 points.**


Not offered during 2017-18 academic year.

It's easy to forget that medieval literature wasn't always old and "quaint" as it seems to many of us today. For writers and artists of that era, they were modern, too. But they also imagined their own past and (like many of us) they often had a nostalgic yearning for that lost time. This course will explore a number of forms of medieval literature, mostly British but also some continental, as it explores versions of its past, and especially the ultimately tragic story of King Arthur. We will read across many medieval genres, including some little known today, like lives of saints. But the course will focus on narratives of quest:
heroic, psychological, and erotic. We will also explore some of the often beautiful medieval manuscripts in which these texts were often copied. We will read most Middle English texts in the original language; we'll study French and Latin texts in translation.

**ENGL BC3159 The English Colloquium. 4 points.**

Prerequisites: Enrollment limited to Barnard English majors.

In the Renaissance colloquium we will examine English and European imaginative and intellectual life from the sixteenth to mid-seventeenth centuries. Defined by humanism, the Protestant Reformation, and revolution, this was a period of ideological struggle on many levels. Long-held ways of ordering the world came under increasing strain - and sometimes ruptured irreparably. Writers discussed and debated the aims of human knowledge, retooled old literary forms for new purposes, scrambled to take account of an expanded awareness of the globe, and probed the tension between belief and doubt. Throughout this process, they experimented with new literary styles to express their rapidly changing worldviews. This is an intensive course in which we will take multiple approaches to a variety of authors that may include Petrarch, Erasmus, Machiavelli, Castiglione, More, Rabelais, Luther, Calvin, Montaigne, Spenser, Bacon, Marlowe, Shakespeare, Milton, and Behn, among others.

**ENGL BC3160 The English Colloquium. 4 points.**

Prerequisites: Enrollment limited to Barnard English majors.

In the Enlightenment colloquium we will look at English and European imaginative and intellectual life during the late seventeenth and eighteenth centuries. During this period, writers tried in new ways to reconcile the tensions between reason and religion. Categories of thought that underlie our world today were taking shape: secularity, progress, the public and the private, individual rights, religious tolerance. Writers articulated principles of equality in an era of slavery. Literary forms like the novel, which emerges into prominence during this period, express in irredicibly complex ways these and other changes. In this intensive course, we will study from multiple angles a variety of authors that may include Hobbes, Dryden, Locke, Spinoza, Lafayette, Defoe, Swift, Pope, Richardson, Voltaire, Fielding, Johnson, Diderot, Sterne, and Wolstonecraft, among others.

**ENGL BC3163 Shakespeare I. 3 points.**

A critical and historical introduction to Shakespeare's comedies, histories, tragedies, and romances. Please note that you do not need to take ENGL BC3163: Shakespeare I and ENGL BC3164: Shakespeare II in sequence; you may take them in any order.

**ENGL BC3164 Shakespeare II. 3 points.**

Prerequisites: Enrollment limited to 60 students.

Critical and historical introduction to selected comedies, histories, tragedies, and romances by Shakespeare. Please note that you do not need to take ENGL BC3163: Shakespeare I and ENGL BC3164: Shakespeare II in sequence; you may take them in any order.

**ENGL BC3165 The Elizabethan Renaissance: Lyric Poetry. 3 points.**

Prerequisites: Enrollment limited to 60 students.

In this course, we will read closely the lyric poetry of Petrarch, Ronsard, Sidney, Spenser, Marlowe, Shakespeare, Greville, Barnfield, Donne, Chapman, Raleigh, Jonson. In what ways did the lyric serve as a vehicle for expressing a highly interiorized subjectivity? And how did this interiorized subjectivity reflect a changing world?

**ENGL BC3166 Seventeenth-Century Prose and Poetry. 3 points.**

The seventeenth-century produced great lyric poetry exploring love and desire, doubt and faith, sex and God. It was also a century of intellectual, political, and religious revolutions, giving birth to modern ways of thinking. We will read poetry by John Donne, Aemelia Lanyer, George Herbert, Robert Herrick, Andrew Marvell, but we will begin with extended attention to Donne, whose poetry continues to influence contemporary poetry. For science, politics, religion, and philosophy and how they are interwined, we will read prose by Francis Bacon (on "modern experimental science") and Thomas Browne (on science and faith), Thomas Hobbes (government as the solution to a brutish life) and the radical "Levelers" (early communists), "mad" Margaret Cavendish, and the Quaker Margaret Fell (defense of women's right to preach). Fascinating readings, understood in their historical context with a sense of their current resonance.

**ENGL BC3167 Milton. 3 points.**

Prerequisites: Enrollment limited to 60 students.

Paradise Lost, Samson Agonistes and selections of Milton's earlier poetry and prose (defenses of free press, divorce, individual
conscience, political and religious liberty) read within the context of religious, political, and cultural history, but with a sense of connection to present issues.

This course studies the lyric poem (primarily in English and English translation), its forms, features, and sources, its histories and traditions in print from the fourteenth to the twenty-first centuries. We will review sonnets, ballads, hymns, odes, and elegies; fragments and free verse; the pastoral and its relatives (nature poetry, political poetry); the roles of allusion, metaphor, and figuration. Formal and historical questions will be central to discussions.

Prerequisites: Enrollment limited to 25 students. This class will examine English drama at the moment when it arose as a major art form. In Renaissance London, astonishingly complex plays emerged that reflected the diverse urban life of the city, as well as the layered and often contradictory inner life of the individual. This poetically rich theater was less concerned with presenting answers, and more with staging questions—about gender, race, religion, literary tradition, love, sex, authority, and class. In this course, we will try to tap into this theater’s cosmopolitan, enlivened poetics by studying not only Shakespeare, but also the various other major authors who constituted this literary world. Christopher Marlowe, Ben Jonson, Thomas Dekker, Thomas Middleton, John Webster, and the female playwright Aphra Behn.

This course explores important works from one of the most vibrant periods in the history of the novel. Beginning with Jane Austen, the most significant transitional figure from the preceding period, other authors may include Gaskell, Dickens, C. Brontë, Eliot, Hardy, and James. While attending to form and style, we will focus on the relation of these fictional worlds to the social realities of the time, and on how the novels reflect and challenge Victorian ideas about self and society, education, ambition and social class, femininity and desire, labor and domesticity.

Poetry, art, and aesthetics in an industrial society, with emphasis on the role of women as artists and objects. Poems by Tennyson, Arnold, Christina and D.G. Rossetti, Swinburne, and Elizabeth and Robert Browning; criticism by Ruskin, Arnold, and Wilde; paintings by the Pre-Raphaelites and Whistler; photographs by J.M. Cameron.

The development of the novel form in Great Britain. Topics will include: epistolary fiction, the novel of sentiment, Gothicism; the novel’s roots in romance, satire, and the picaresque; modern theories of the origins and development of the novel. Works by: Defoe, Richardson, Fielding, Smollett, Sterne, Austen, and others.
Early American histories, autobiographies, poems, plays, and novels tell stories of pilgrimage and colonization; private piety and public life; the growth of national identity; Puritanism, Quakerism, and Deism; courtship and marriage; slavery and abolition. Writers include Bradford, Shepard, Bradstreet, Taylor, Rowlandson, Edwards, Wheatley, Franklin, Woolman, and Brown.

ENGL BC3180 American Literature, 1800-1870. 3 points.
Texts from the late republican period through the Civil War explore the literary implications of American independence, the representation of Native Americans, the nature of the self, slavery and abolition, gender and woman's sphere, and the Civil War. Writers include Irving, Emerson, Poe, Fuller, Thoreau, Douglass, Stowe, Jacobs, Whitman, and Dickinson.

ENGL BC3181 American Literature, 1871-1945. 3 points.
This interdisciplinary course situates late nineteenth- and early twentieth-century American literature within the context of historical and cultural change. Students read works by Whitman, Melville, Twain, James, Griggs, Wharton, Cather, Faulkner, and Hurston alongside political and cultural materials including Supreme Court decisions, geometric treatises, composite photography and taxidermic tableaux.

ENGL BC3182 American Fiction. 3 points.
Not offered during 2017-18 academic year.
American fiction from the 18th to the early 20th centuries. Writers include Rowson, Hawthorne, Melville, Alcott, Twain, James, Wharton, Faulkner, and Wright.

ENGL BC3183 American Literature since 1945. 3 points.
In the wake of World War II, the so-called American Century rises out of the ashes of fascism, haunted by the specter of bombs blurring the boundary between victory and defeat. An ideological civil war ensues, punctuated by literary resistance to grand narratives and their discontents. Authors include Ellison, O'Connor, Ginsberg, Bishop, Pynchon, Robinson, Merrill, Dixon, and Wallace.

ENGL BC3185 Modern British and American Poetry. 3 points.
Poetry written in English during the past century, discussed in the context of modernism, postmodernism, literary theory, and changing social and technological developments. Students will participate in shaping the syllabus and leading class discussion. Authors may include Yeats, Williams, Eliot, Moore, Bishop, Rich, Ginsberg, Stevens, O'Hara, Plath, Brooks, Jordan, Walcott, Alexie, and many others.
ENGL BC3193 Critical Writing. 4 points.
(Formerly called Literary Criticism & Theory.) Provides experience in the reading and analysis of literary texts and some knowledge of conspicuous works of literary criticism. Frequent short papers. Required of all English majors before the end of the junior year.
Sophomores are encouraged to take it in the spring semester even before officially declaring their major. Transfer students should plan to take it in the fall semester.

Fall 2017: ENGL BC3193

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<td>Rachel</td>
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<td>Rachel</td>
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Spring 2018: ENGL BC3193

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ENGL BC3195 Modernism. 3 points.
Prerequisites: Enrollment limited to 56.
Psychoanalysis, world war, and shifting gender paradigms inspire fragmented narratives, stream-of-consciousness prose, and improbable blends of erudition and the avant-garde. Stylistic innovation notwithstanding, Modernism authorizes a remarkably traditional literary canon. Special attention will be devoted to how seminal works frame the movement's embattled aesthetics. Works by Eliot, Woolf, Barnes, Faulkner, Hemingway, Joyce, Lawrence, Pound, Stein, Toomer, and Yeats.

Fall 2017: ENGL BC3195

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ENGL BC3196 Home to Harlem: Literature of the Harlem Renaissance. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 20 students.
In the spring of 2016, ENGL 3196y will be centered on the relationship between art, activism and social justice as this relationship was developed during the Harlem Renaissance and beyond. Exploring the cultural contexts and aesthetic debates that animated Harlem in 1920s to 1930s, the course will focus on the politics of literary and theatrical production, and explore the fashioning and performance of New Negro identity through fiction, poetry, essays, and artwork, with special attention to theater/performance. This course will partner with Harlem’s National Black Theater and work toward an understanding of the relationship between art/literature and socio-political change through the NBT’s spring 2016 production of Dominique Morisseau’s Blood on the Root, a multi-genre performance piece on racial injustice inspired by the 2006 Jena Six case in Louisiana.

ENGL BC3252 Contemporary Media Theory. 4 points.
Prerequisites: Sophomore standing. Enrollment limited to 18 students. Attend first class for instructor permission. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. Explores the transformation of sociality, consciousness and geo-politics by and as media technologies during the long 20th century. Students will read influential works of media analysis written during the past century, analyze audio-visual, and digital media, and explore political theory and media theory written since the rise of the internet. Final projects on contemporary media forms.

Fall 2017: ENGL BC3252

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<td>W 12:10pm - 2:00pm 501 Diana Center</td>
<td>Jonathan Beller</td>
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AFEN BC3253 Before Black Lives Matter. 4 points.
Black Lives Matter is an American phenomenon. This course situates BLM in relation to other and earlier movements in the Global South and elsewhere. Through textual analysis and critical reading, we take up the discursive, rhetorical, and poetical strategies of opposition to marginalization, criminalization, and racial othering.

Spring 2018: AFEN BC3253

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<td>Yvette Christiane</td>
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AFEN BC3255 Atlantic Crossings: The West Indies and the Atlantic World. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 20 students.
This course examines the literature of transatlantic travel from Columbus’s first voyage in 1492 to Caryl Phillips’s re-tracing of his mother’s migration in The Atlantic Sound (2000) to recent re-imaginings of slavery and the Middle Passage by M. Nourbese Philip and Marlon James. Even before Columbus’s first encounter, the “Indies” sparked English desires for riches and adventure. We will first investigate how English writers promoted an idea of the West Indies and then come to inhabit its heterogeneous spaces, filling them with longing and anxiety. The class will chart the emergence of modern race thinking from the rich interaction of peoples and goods in the early modern Caribbean. We will also question how ideals of freedom and “English-ness” co-existed with slavery, bondage and creole life. The class will then look at the ways later writers revisit the Caribbean’s colonial origins and discuss how notions of the West Indies may haunt modern Atlantic travel.

ENRE BC3810 Literary Approaches to the Bible. 4 points.
Interpretive strategies for reading the Bible as a work with literary dimensions. Considerations of poetic and rhetorical structures,
narrative techniques, and feminist exegesis will be included. Topics for investigation include the influence of the Bible on literature.

Spring 2018: ENRE BC3810

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AFEN BC3815 The Worlds of Ntozake Shange and Digital Storytelling. 4 points.


Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 12 students. Permission of the instructor required. Interested students should complete the application at: http://bit.ly/ShangeWorlds. Students should have taken a course beyond the intro level from ONE of the following areas: American Literature (through the English Department), Africana Studies, American Studies, Theatre or Women's Studies. Please note that this is a yearlong course; students who are accepted into this course will need to take its second half, AFEN BC3816, in the spring semester.

A poet, performance artist, playwright and novelist, Ntozake Shange's stylistic innovations in drama, poetry and fiction and attention to the untold lives of black women have made her an influential figure throughout American arts and in Feminist history. In a unique collaboration between Barnard, the Schomburg Center for Black Culture and the International Center for Photography, and with support by the Mellon funded "Barnard Teaches" grant, this year long seminar provides an in-depth exploration of Shange's work and milieu as well as an introduction to digital tools, public research and archival practice. You can find more information and apply for the course at http://bit.ly/ShangeWorlds. On Twitter @ShangeWorlds.

AFEN BC3816 The Worlds of Ntozake Shange and Digital Storytelling. 4 points.


Not offered during 2017-18 academic year.

Prerequisites: AFEN BC3815 or equivalent. This hands-on, project based course introduces students to the use of digital tools and sources to organize and manage their archival research, interpret their findings and communicate their results to the public. This semester, the course is somewhat different than the usual research course in that, rather than simply going more deeply into the course focus, you will be asked to apply your knowledge to make new things. With support of a Mellon "Barnard Teaches" grant we will continue to work with our archival partners and with experts at the International Center for Photography (ICP) to help you develop projects that teach some aspect of Shange's work and/or The Black Arts Movement to a larger audience. But while making these new things, we will have ongoing discussions about the nature of and evolving protocols for digital scholarship. You should be making plans to visit the archive appropriate to your project (in most cases this will be the Schomburg or the Barnard archives, but they might include sites such as The Billy Rose Theatre Division at the NYPL or the Amiri Baraka collection at Columbia University) as well as doing background reading for your project. Unlike last semester's blogging, which focused on developing an interdisciplinary reading practice, this semester you will blog about your research. Every week you should be blogging about your reading or your research: every two weeks your blogpost will be an "archive find of the week" post that highlights an interesting image, document or object discovered in your chosen archive (see assignments sheet for details). You might find it more pleasant (and better for our short-staffed archives) to visit the archive or ICP in small groups. To attain the technical skills necessary to make things, you may sometimes be asked to inform and educate yourself outside of class, using extracurricular resources. Be prepared for some DIY moments throughout the semester. By the end of the semester, you'll have sharpened your research skills while also acquiring digital, teamwork, and project management skills that will be useful in other classes and beyond.

ENGL BC3993 The Worlds of Shange. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 15 students. Permission of the instructor required. Interested students should complete this form: http://bit.ly/1aCNQRW. Students should have taken a course beyond the intro level from ONE of the following areas: American Literature (through the English Department), Africana Studies, American Studies, Theatre or Women's Studies. This seminar provides an in-depth exploration of the work of Ntozake Shange. A poet, performance artist, playwright and novelist, Shange's stylistic innovations in drama, poetry and fiction and attention to the untold lives of black women have made her an influential figure throughout American arts. We will examine Shange's work in relationship to the Black Arts Movement and Black Feminist thought as well as from multidisciplinary perspectives. Texts will include Shange's for colored girls who have considered suicide when the rainbow is enuf; If I can cook, you know God can; Sassafrass, Cypress and Indigo and Spell #7. These works will be partnered with significant related texts such as Adrienne Kennedy's Funny House of a Negro and Michelle Wallace, Black Macho and the Myth of the Superwoman.

ENGL BC3901 Sr. Sem: The Field of the Emotions in Romantic Literature and the Arts, Psychoanalysis, Affective Neuroscience, and Philosophy. 4 points.

Prerequisites: Sign up through the "SR Seminar" section of myBarnard. Enrollment limited to senior Barnard English majors. An interdisciplinary examination of human feelings, emotions, and passions, with a focus on the romantic era (the poetry of Keats & Shelley, Beethoven's 9th Symphony, Turner's paintings), in coordination with more scientific approaches to these phenomena in affective neuroscience (Jaak Panksepp, psychoanalysis (selected Lacan, references to Freud) and philosophy (excerpts and references to Aristotle, Hume, Hegel, & Schiller). A feeling, an emotion, an affect is something that comes into existence or happens or that shows itself (Greek Phainein=to show) without our knowing exactly what it is, what caused it, or what it is "showing" or "saying." How have these phenomena and their function been interpreted? What do we at this point know, how does this compare to earlier speculations, and what should or can we try to do with our emotions and passions?

Fall 2017: ENGL BC3901

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ENGL BC3902 Sr. Sem: Adultery: Realism and Desire in Fiction and Film. 4 points.

Prerequisites: Sign up through the "SR Seminar" section of myBarnard. Enrollment limited to Barnard senior Film majors and Barnard senior English majors with Film concentration.
Fall 2017: ENGL BC3903
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
ENGL 3903  001/01676  T 11:00am - 12:50pm  117 Barnard Hall  Saskia Hamilton  4 15/14

ENGL BC3904 Charles Dickens. 4 points.
Prerequisites: Sign up through the "SR Seminar" section of myBarnard. Enrollment limited to senior Barnard English majors.

ENGL BC3905 Sr. Sem: Amazing Grace: English and American Antislavery Literature. 4 points.
Prerequisites: Sign up through the "SR Seminar" section of myBarnard. Enrollment limited to senior Barnard English majors. Drawing on poems, plays, slave narratives, fiction and other genres, by both famous and non-canonical writers from 1660 to 1865, this seminar explores the ways that writers helped end slavery. Authors include Defoe, Johnson, Wheatley, Equiano, Blake, Wordsworth, Coleridge, Longfellow, Alcott, Stowe, Douglass, Melville, and Harriet Jacobs, among others. Final projects may take the form of extended critical essays or original anthologies.

ENGL BC3906 Sr. Sem: Black Literature Now. 4 points.
Prerequisites: Sign up through the "SR Seminar" section of myBarnard. Enrollment limited to senior Barnard English majors.

ENGL BC3907 Sr. Sem: Short Fiction by American Women. 4 points.
Prerequisites: Sign up through the "SR Seminar" section of myBarnard. Enrollment limited to senior Barnard English majors.

ENGL BC3908 Sr. Sem: The American Sublime. 4 points.
(Formerly ENGL BC3998; this course has been renumbered but has not changed in content.) The empty spirit / In vacant space": gothicism, transcendentalism, and postmodern rapture. Traces of the sublime in the American literary landscape, featuring Poe, Melville, Emerson, Whitman, Dickinson, Stevens, Bishop, Didion, and Robinson.

ENGL BC3909 Sr. Sem: The Family in Fiction & Film: The Poetics of Growing Up. 4 points.
(Formerly ENGL BC3998; this course has been renumbered but has not changed in content.) Looking closely at late Twentieth and Twenty-First Century stories, novels, memoirs, film and films that center on the logic, dysfunction, romance, system, morphing, divorcing and curious maturation of the family. From Alison Bechdel's graphic novel, Fun Home, to the Korean film, The Host, we will explore fresh and a few classic cinematic takes on this theme. We will explore renderings of "family cultures," family feeling, family values, the family as a narrative configuration, and home as a utopian space, a nightmarish landscape, a memory palace and more. Authors and directors will include: Wes Anderson, Gaston Bachelard, Mira Bartok, Alison Bechdel, Joon-ho Bong, Jonathan Franzen, Vivien Gornick, Lasse Hallstrom, Titilope Jenkins, Ang Lee, Mike Leigh, Jim Sheridan, Todd Solondz, Francois Truffaut, Tennessee Williams, D. W. Winnicott, Andrei Zvyagintsev.
ENGL BC3910 Sr. Sem: Sexuality, Sin, and Spirituality. 4 points.
(Formerly ENGL BC3997; this course has been renumbered but has not changed in content.) The first half of the course is grounded in readings from Bible, Augustine, Petrarch and Donne, but the second half with move to later texts including Hawthorne's The Scarlet Letter, and Flannery O'Connor stories. We will discuss as a class other texts we might want to add. For their senior essays, students will come up with their own topics and may explore the relation and intersection between sexuality, sin, and spirituality up into the present, and cross-culturally.

ENGL BC3911 Sr. Sem: Write to Vote. 4 points.
This seminar investigates the literary antecedents and cultural aftermath of the Voting Rights Act of 1965, with special attention to gendered and racial narratives of the ballot. Authors include Walt Whitman, Paul Lawrence Dunbar, Thomas Dixon, Jr., William Faulkner, Zora Neale Hurston, Fannie Lou Hamer and Alice Walker.

ENGL BC3912 Sr. Sem: Utopias and Dystopias. 4 points.
(Formerly ENGL BC3998; this course has been renumbered but has not changed in content.) A look first at Thomas More's Utopia and then at the dreams or nightmares it inspired, whether hopeful, ironic, serious, parodic, speculative, nightmarish, or simply interrogatory. Authors include More, Rabelais, Bacon, Margaret Cavendish, William Morris, Bellamy, H.G. Wells, George Orwell, Ursula LeGuin and, if there is time, R.A. Lafferty's scifi novel starring More and also a young adult novel by Lois Lowry.

ENGL BC3913 Sr. Sem: Human and Other Animal Identities. 4 points.
(Formerly ENGL BC3998; this course has been renumbered but has not changed in content.) In this seminar we will engage in an interdisciplinary study of intersections of human and non-human animal identities in selected literary, philosophical and theoretical texts. We will examine how constructions and representations of non-human animal identities confirm understandings and experiences of human ones, including racialized and gendered identities and study the ways in which non-human identities challenge claims to human exceptionalism. Some of the topics along which the readings will be arranged include liminality, (mis)-recognition, metamorphoses, suffering, as well as love. Readings include Aristotle, Euripides, Ovid, Montaigne, Descartes, Shakespeare, Kafka, Woolf, Morrison, Coetzee, Szmbrska, Hughes, Haraway, and Derrida and essays by contemporary scholars such as Kim Hall and Karl Steel. Some class time will be devoted to the process of writing the thesis at all significant critical junctures.

ENGL BC3914 Sr. Sem: Exploring the 18th Century. 4 points.
This seminar will explore selected topics in the 18th century, including the transformation in print culture and development of new genres such as the novel, biography, and popular journalism; the emergence of women writers; the interplay between canonical authors and newcomers such as working class and Black writers; the literature of slavery and abolition; poetic experimentation; and the turn to Romanticism. Writers include Behn, Defoe, Pope, Johnson, Richardson, Sterne, Wheatley, Blake, Cowper, Equiano, Boswell, Wolfstonecraft, Wordsworth, and Austen. Students will be invited to propose additional writers for our weekly discussions and to include in their projects writers beyond the syllabus.

ENGL BC3915 Sr. Sem: Late Shakespeare: Visions and Revisions. 4 points.
Shakespeare's last plays as both experimental and re-visionary. Topics will include aesthetics, philosophy, politics, sexuality, and gender, as well as post-1950 literary criticism's reconstruction of these final plays. Probable texts: Othello, King Lear, Antony and Cleopatra, The Winter's Tale, and The Tempest.
Cross-Listed Courses

FILM BC3119 Screenwriting. 3 points.
Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority.

Environmental Biology

404 Altschul Hall
212-854-5618
212-854-5760 (fax)
Department Assistant: Catherine Cook

Mission

The mission of the Environmental Biology major is to provide students with an understanding of the structure, function and interrelationships of diverse living systems within the context of earth's changing environment. It addresses some of the most important issues of our time—climate change and declining biological diversity—and efforts to address these problems. To this end, students take courses in both the Environmental Science and Biology departments, including laboratory and field courses that help them learn how to design and test hypotheses, use modern scientific equipment, interpret data, and evaluate and solve problems. Students learn scientific communication skills by critiquing research articles, writing laboratory reports and research papers, and participating in oral presentations and debates.

Environmental Biology students are encouraged to become involved in research under the guidance of a faculty member at Barnard or elsewhere in New York City. Our urban setting, the proximity to the Hudson River, and the numerous affiliations we maintain with Columbia University through Lamont-Doherty Earth Observatory, the Earth Institute, and the School of Public Health, as well as Black Rock Forest, the American Museum of Natural History, and other institutions, allow us to offer undergraduates unparalleled opportunities for student research and educational experiences. Upon successful completion of our program, our students are well prepared to pursue successful careers in research, teaching or the allied health sciences. The Environmental Biology major is appropriate for students interested in research careers.
in careers as diverse as university-level research and teaching, curatorial work and research in natural history museums and parks, environmental education, and decision-making in environmental policy, law, public health, and government agencies.

**Student Learning Outcomes**

- Discuss the structure, function, and interrelationships of key environmental systems: climate, earth, life
- Demonstrate an appreciation of the many different life forms on planet Earth
- Design and execute an independent scientific analysis, including the formulation of a testable hypothesis and assembling a logical chain of reasoning ranging from observation to inference
- Locate, integrate, and evaluate information from multiple and disparate sources
- Apply appropriate analytical and quantitative approaches including calculating statistics and displaying data to interpret relationships, trends and make predictions about past and future changes
- Resolve uncertain, complex problems in the lab and field
- Clearly communicate analyses, interpretations and significance through variable media: oral presentation, poster, proposal, research or review article, report

The program in Environmental Biology is jointly administered by the departments of Biology and Environmental Science, and students should maintain contact with the advisers in both departments. A major in Environmental Biology provides a strong background for students interested in the intersection of Biology and Environmental Science. The major is suitable for students who intend to pursue a research career in conservation biology, ecology, or environmental biology as well as for students interested in environmental law or policy. Students who elect the Environmental Biology major will enroll in introductory and advanced courses in Biology and Environmental Science and related fields. All Environmental Biology majors complete a senior essay either in the Biology or Environmental Science departments.

Students may substitute courses taught at Columbia (in the Departments of Biology, E3B, Earth and Environmental Sciences, or Statistics) or at other institutions with the prior approval of both major advisers. Students interested in Environmental Biology often choose to spend a semester abroad in the field. Courses completed in such programs may be accepted in fulfillment of some major requirements.

Students may also pursue an interdisciplinary program by electing a major in either Biology or Environmental Science and a minor in the other discipline, or by planning a double major.

There is no minor in Environmental Biology.

**Advisers:** Hilary Callahan (Biological Sciences), Paul Hertz (Biological Sciences), Brian Mailloix (Environmental Science), Krista McGuire (Biological Sciences), Stephanie Pfirman (Environmental Science), Martin Stute (Environmental Science)

**Requirements for the Major**

For requirement details, see Environmental Biology Major Worksheet, envbioworksheet.doc (http://envsci.barnard.edu/sites/default/files/envbioworksheet_revised_73014.doc).
**EESC BC3800**
Senior Research Seminar
and Senior Research Seminar (x,y)

Note: Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.

### Cross-Listed Courses

**Biological Sciences (Barnard)**

**BIOL BC1500 Introduction to Organismal and Evolutionary Biology. 3 points.**

Prerequisites: BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements. Detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics.

#### Fall 2017: BIOL BC1500

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tr>
<td>BIOL 1500</td>
<td>001/06536</td>
<td>M W F 9:00am - 9:50am 304 Barnard Hall</td>
<td>Paul Hertz, James Casey</td>
<td>3</td>
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</table>

**BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology. 2 points.**

Recitation Section Required

Prerequisites: BIOL BC1001 or equivalent preparation. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. BIOL BC1500 as prerequisite or corequisite. A laboratory-based introduction to the major groups of living organisms; anatomy, physiology, evolution, and systematics; laboratory techniques for studying and comparing functional adaptations.

#### Fall 2017: BIOL BC1501

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>001/02041</td>
<td>M 1:10pm - 4:00pm 912 Altschul Hall</td>
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<td>2</td>
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<tr>
<td>BIOL 1501</td>
<td>002/08043</td>
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<td>BIOL 1501</td>
<td>003/03182</td>
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<tr>
<td>BIOL 1501</td>
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<td>Th 9:00am - 11:50am 912 Altschul Hall</td>
<td>Jessica Goldstein, James Casey</td>
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</table>

**BIOL BC1502 Introduction to Cell and Molecular Biology. 3 points.**

Prerequisites: BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements. Together with BIOL BC1500 this course is part of a yearlong introductory sequence. BIOL BC1500 and BIOL BC1502 do not need to be taken in sequence. Detailed introduction to cellular and subcellular biology: cell structures and functions, energy metabolism, biogenesis of cell components, biology of inheritance, molecular genetics, regulation of gene expression, and genes in development.

#### Spring 2018: BIOL BC1502

<table>
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<tr>
<th>Course Number</th>
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<td>BIOL 1502</td>
<td>001/04239</td>
<td>M W F 9:00am - 9:50am 304 Barnard Hall</td>
<td>Jonathan Snow</td>
<td>3</td>
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</table>

**BIOL BC1503 Introductory Lab in Cell and Molecular Biology. 2 points.**

Recitation Section Required

Prerequisites: BIOL BC1001 or equivalent preparation. BIOL BC1502 as corequisite (preferred) or prerequisite. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements. A laboratory-based introduction to cell and molecular biology. Both classic and modern approaches are used to investigate principles of heredity as well as the structure and function of cells and their molecular components. Lab exercises introduce practical techniques and data analysis.

#### Spring 2018: BIOL BC1503

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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</table>
BIOL BC2240 Plant Evolution and Diversity. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.
Survey of plant biology emphasizing evolutionary and ecological perspectives on mating and reproduction, physiology, anatomy and morphology.

BIOL BC2262 Vertebrate Biology. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or equivalent.
Systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history, body architecture, energetics, locomotion, feeding, and behavior.

BIOL BC2272 Ecology. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.
Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography. Lectures integrate theory with empirical studies.

BIOL BC2286 Statistics and Research Design. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, college-level algebra or the equivalent. General Educational Requirement: Quantitative and Deductive Reasoning (QUA) Introduction to basic principles of statistics and experimental design. Topics include common statistical procedure, analysis of data, sampling populations, power analysis, and the design of experiments. This course differs from traditional statistics courses by explicitly integrating statistics into research process.

BIOL BC2873 Laboratory in Ecology. 3 points.
Prerequisites: BIOL BC2272 (or corequisite). Enrollment limited to 16.
The definition of ecological problems in experimentally tractable ways; the design of experiments and analysis of ecological data; class projects on population ecology. Students conduct individual projects during last month of term.

BIOL BC3320 Microbiology. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and BIOL BC2100.
Survey of the diversity, cellular organization, physiology, and genetics of the major microbial groups. Also includes aspects of applied microbiology and biotechnology, the function of microorganisms in the environment, and the role of microbes in human diseases.

BIOL BC3591 Guided Research and Seminar. 4 points.
Per Semester
An independent research project in Biology under the guidance of a faculty member and suiting the needs of the individual student.

Projects conducted outside of the Barnard Biology Department must have a member of the Department acting as a sponsor. Attendance at a weekly seminar is required. By the end of the year, students write a scientific paper and orally present their results to the Barnard Biology Department. Completion of both BIOL BC3591 and BIOL BC3592 fulfills two upper-level laboratory requirements in the major. Must be taken in sequence, beginning in the fall.

BIOL BC3592 Guided Research and Seminar. 4 points.
Per Semester
An independent research project in Biology under the guidance of a faculty member and suiting the needs of the individual student. Projects conducted outside of the Barnard Biology Department must have a member of the Department acting as a sponsor. Attendance at a weekly seminar is required. By the end of the year, students write a scientific paper and orally present their results to the Barnard Biology Department. Completion of both BIOL BC3591 and BIOL BC3592 fulfills two upper-level laboratory requirements in the major. Must be taken in sequence, beginning in the fall.

BIOL BC3593 Senior Thesis Research. 4 points.
Per Semester
Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592. Same as BIOL BC3591x-BC3592y, including the weekly seminar. Completion of both BIOL BC3593x and BC3594y fulfills the senior requirement in the major. Must be taken in sequence, beginning in the fall.

BIOL BC3594 Senior Thesis Research. 4 points.
Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592. Completion of both BIOL BC3593 (http://apps.college.columbia.edu/unify/bulletinSearch.php?...
Chemistry (Barnard)

CHEM BC2001 General Chemistry I. 5 points.
All students enrolled in BC2001x must also be enrolled in one section of BC2011 that is on the SAME DAY as BC2012.

Prerequisites: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).

CHEM BC2002 General Chemistry II. 5 points.
Not offered during 2017-18 academic year.

Prerequisites: CHEM BC2001 or permission of the instructor. Students who have completed CHEM BC3230 or its equivalent may not subsequently receive credit toward the degree for CHEM BC2002.

Environmental Science (Barnard)

EESC V2100 Earth’s Environmental Systems: Climate. 4.5 points.
BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI), BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA), Lab Required

Prerequisites: High school algebra. Recommended preparation: High school chemistry/physics, and one semester college science. Enrollment limited.

Studies formation of winds, storms, and ocean currents. Recent influence of human activity; global warming, and climate change. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling.
EESC V2200 Earth's Environmental Systems: Solid Earth. 4.5 points.
BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI), Lab Required

Studies plate tectonics: Origin and development of continents, ocean basins, mountain systems on land and sea. Earthquakes, landslides, volcanoes, diamonds, oil. Land-use planning for resource development and conservation. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling.

EESC BC3014 Field Methods in Environmental Science. 3 points.
Prerequisites: Enrollment limited. Five required field trips that take a substantial portion of the day. Problem-oriented, hands-on approach emphasizing the tools, techniques, and observational skills necessary for the understanding of forest ecology and deer management. Field and laboratory work as well as data analysis and interpretation. Field Methods utilizes the outdoor resources of the Hudson River Valley, especially the forest environment at Black Rock Forest, a 4,000-acre preserve near Cornwall, N.Y.

Fall 2017: EESC BC3014
<table>
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<th>Instructor</th>
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<td>001/02269</td>
<td>F 8:40am - 11:40am</td>
<td>Peter Bower</td>
<td>3</td>
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<td></td>
<td></td>
<td>303 Altschul Hall</td>
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</table>

EESC BC3016 Environmental Measurements. 3 points.
Prerequisites: Enrollment limited. Required field trip on first Friday of the semester.
Hands-on approach to learning environmental methods. Students take a one-day cruise on the Hudson River to collect environmental samples. These samples are then analyzed throughout the semester to characterize the Hudson River estuary. Standard and advanced techniques to analyze water and sediment samples for nutrients and contaminants are taught.

Fall 2017: EESC BC3016
<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>M W 2:10pm - 4:00pm</td>
<td>Brian Mailloux</td>
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<td>Qlab Sulzberger Hall</td>
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EESC BC3017 Environmental Data Analysis. 3 points.

Prerequisites: One year of college science or EESC V2100 or permission of the instructor.
Acquisition, analysis, interpretation, and presentation of environmental data, assessment of spatial and temporal variability. Focus on water quality issues and storm surges. Uses existing and student-generated data sets. Basic principles of statistics and GIS, uses standard software packages including EXCEL and ArcGIS. Includes a half-day field trip on a Saturday or Sunday. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Fall 2017: EESC BC3017
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<th>Course Number</th>
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<th>Instructor</th>
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<td>Qlab Sulzberger Hall</td>
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EESC BC3025 Hydrology. 3 points.

Prerequisites: EESC V2100, physics, or permission of instructor. Includes a weekend field trip. Alternate years. Hands-on study and discussion of the basic physical principles of the water cycle (evaporation, condensation, precipitation, runoff, and subsurface flow), as well as environmentally relevant applications based on case studies. Special focus on the New York City area, the arid Southwest, and the developing world. Coverage of contemporary global water resources issues, including pollution control, sustainable development, and climate change. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

EESC BC3800 Senior Research Seminar. 3 points.
Enrollment limited to seniors majors (juniors with the instructor’s permission). Provides credit for the senior thesis. The Senior Research Seminar can be taken Spring/Fall or Fall/Spring sequence.

Guided, independent, in-depth research culminating in the senior thesis in the spring. Includes discussion about scientific presentations and posters, data analysis, library research methods and scientific writing. Students review work in progress and share results through oral reports. Weekly seminar to review work in progress and share results through oral and written reports. Prerequisite to EESC W3901.

Environmental Science

404 Altschul Hall
212-854-5618

Department Assistant: Catherine Cook

The Department of Environmental Science

Mission

Barnard College’s Environmental Science Department provides highly motivated young women with challenging and rewarding programs in Environmental Science, Environmental Biology, and Environmental Policy. High academic standards, multidisciplinary courses, and training in methodologies such as field work, measurements, and data analysis, ready our students with the tools needed to think critically, evaluate and solve problems, and understand and communicate science to address the needs of society. Faculty members are nationally and internationally recognized scholars and educators, active in research and curriculum development. Courses are innovative, featuring multimedia and technologically advanced resources. The urban setting, the proximity to the Hudson River, and the numerous affiliations we maintain with Columbia University through Lamont-Doherty Earth Observatory, the Earth Institute, and the School of Public Health, as well as Black Rock Forest, the American Museum of Natural History and other institutions, allow us to offer undergraduates unparalleled opportunities for student research and educational experiences. Upon successful completion of our program, our students are well prepared to continue their academic studies as graduate students or to pursue successful careers in a wide range of fields.
Student Learning Outcomes

We expect that students graduating with an environmental major will learn to:

- recognize the history, structure, function, interactions, and trends of key environmental systems: climate, earth, life, socio-political;
- assemble a logical chain of reasoning ranging from observation to inference and action, not only to identify and characterize a problem, but also to find solutions:
  - design an independent scientific inquiry, from methods to interpretation;
  - locate, organize, analyze, integrate, synthesize, and evaluate complex information from multiple and disparate sources;
- apply appropriate analytical and quantitative approaches:
  - organize, visualize, and statistically analyze environmental data, and interpret relationships, trends and make predictions about future changes;
- handle uncertain, complex, real-world problems in the lab, field, community, and workplace:
  - observe analytically and integrate diverse information from variable sources outside of the classroom;
  - think critically, creatively, resourcefully, and strategically, including identifying steps needed to reach goals, manage projects, evaluate progress, and adapt approaches, developing both self reliance, and civic-mindedness;
  - develop spatial literacy, understand the role of maps and 2-3 dimensional spatial systems; effectively process, reason, problem solve and communicate issues within a spacial context;
- utilize advances in environmental sciences and technology to resolve issues and anticipate implications;
- clearly communicate complex analyses, interpretations and significance through variable media (oral presentation, poster, proposal, research article, report), to audiences ranging from scientific to policy, and the general public;
- collaborate in teams, with peers and mentors, and work with others in diverse group settings, developing flexibility and leadership skills.

Environmental Science provides a scientific basis for management of earth systems. It focuses on the interaction between human activities, resources, and the environment. As human population grows and technology advances, pressures on earth’s natural systems are becoming increasingly intense and complex. Environmental Science is an exciting field where science is used to best serve society. The department offers two majors, Environmental Science and Environmental Policy. A third major, Environmental Biology, is offered in conjunction with the Department of Biological Sciences.

The curriculum recognizes the need for well-trained scientists to cope with balancing human requirements and environmental conservation. Majors acquire an understanding of earth systems by taking courses in the natural sciences, as well as courses investigating environmental stress. Students learn to critically evaluate the diverse information necessary for sound environmental analysis. Our courses foster an interdisciplinary approach to environmental problem-solving.

Internships or some type of work or field experience are extremely valuable in preparing students for a career in Environmental Science. We strongly encourage students to consider an internship in the summer before the senior year because it may lay the foundation for the senior thesis. Studies have shown that students who have had related work experience are more attractive to employers and graduate schools.

Students interested in environmental science might want to consider a semester or summer program at the SEE-U (http://www.cerc.columbia.edu/?id=see-u), SEA Semester at Woods Hole (http://www.sea.edu/home), the School for Field Studies (http://www.fieldstudies.org), the Organization for Tropical Studies (http://www.ots.ac.cr), or some other field program. In addition, we recommend that those students planning to go abroad in the junior year elect to do so in the Fall Semester rather than the Spring Semester in order to take best advantage of senior seminar research planning and programming.

Students wishing to go on to graduate school or careers in earth science and the physical sciences should take at least two semesters each of calculus, physics, and chemistry. Those considering graduate school or careers in biological/chemical fields are recommended to take calculus as well as upper-level courses in biology and chemistry, and may wish to consider enrolling in an Environmental Biology major or minors in these fields. Students interested in pursuing further work in environmental policy, economics, environmental law, journalism, or teaching may consider enrolling in an Environmental Policy major or pursuing a double major, a special major, or a major/minor combination in relevant fields.

Co-Chairs: Stephanie Pfirman (Alena Wels Hirschorn '58 and Martin Hirschorn Professor of Environmental and Applied Sciences), Brian Mailoux (Associate Professor)
Professor: Martin Stute
Senior Lecturers: Peter Bower, Terryanne Maenza-Gmelch (Laboratory Director), Sedelia Rodriguez
Adjunct Professors: Angela Kong, Elena Dana Neascu, Frank Nitsche, Cynthia Rosenzweig, Jonathan Nichols, Joseph Liddicoat

Environmental Science Major

Environmental Science provides a scientific basis for management of earth systems. It focuses on the interaction between human activities, resources, and the environment. As human population grows and technology advances, pressures on earth’s natural systems are becoming increasingly intense and complex. Environmental Science is an exciting field where science is used to best serve society.

Requirements for the Environmental Science Major

For requirement details, see Environmental Science Major Worksheet, envsciworksheet.doc (http://envsci.barnard.edu/sites/default/files/envsciworksheet_revised_073014_3.doc).

<table>
<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>EESC V2100</td>
<td>Earth’s Environmental Systems: Climate</td>
<td>4.5</td>
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<tr>
<td>EESC V2200</td>
<td>Earth’s Environmental Systems: Solid Earth</td>
<td>4.5</td>
</tr>
<tr>
<td>CHEM BC2001</td>
<td>General Chemistry I</td>
<td>5</td>
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<tr>
<td>BIOL BC1500</td>
<td>Introduction to Organismal and Evolutionary Biology</td>
<td>4.5-5</td>
</tr>
<tr>
<td>- BIOL BC1501</td>
<td>and Introductory Lab in Organismal and Evolutionary Biology</td>
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</table>
or EESC V2300

*Students may NOT receive credit for BOTH BIOL BC1500, 1501 AND EESC V2300.

Part B
Select two courses:

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<td>Organic Chemistry I</td>
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<tr>
<td>CHEM BC3328</td>
<td>Introductory Organic Chemistry Laboratory (recommended)</td>
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<tr>
<td>CHEM BC2002</td>
<td>General Chemistry II</td>
<td>5</td>
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<tr>
<td>CHEM BC3231</td>
<td>Organic Chemistry II</td>
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<tr>
<td>BIOL BC1502</td>
<td>Introduction to Cell and Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL BC1503</td>
<td>Introductory Lab in Cell and Molecular Biology (recommended)</td>
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Part C
Select two courses in calculus, statistics, data analysis, and/or economics

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<td>MATH UN1101</td>
<td>Calculus I (or other Calculus class)</td>
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<tr>
<td>MATH UN1102</td>
<td>Calculus II (or other Calculus class)</td>
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<tr>
<td>EESC BC3017</td>
<td>Environmental Data Analysis (or other statistical or data analysis class)</td>
<td>3</td>
</tr>
<tr>
<td>ECON BC1003 or ECON UN1105</td>
<td>Introduction to Economic Reasoning Principles of Economics</td>
<td>3</td>
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Part D
Select four electives courses. For details, see Environmental Science Major Worksheet on the department website (link above).

Part E
Select two laboratory science courses (with corresponding labs):

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<tbody>
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<td>Environmental Science I</td>
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</tr>
<tr>
<td>EESC BC1002</td>
<td>Environmental Science II</td>
<td>9</td>
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<tr>
<td>EESC V2100</td>
<td>Earth's Environmental Systems: Climate</td>
<td>9</td>
</tr>
<tr>
<td>EESC V2200</td>
<td>Earth's Environmental Systems: Solid Earth</td>
<td>9</td>
</tr>
<tr>
<td>EESC V2300</td>
<td>Earth's Environmental Systems: Life Systems</td>
<td>9</td>
</tr>
</tbody>
</table>

Advice for the Environmental Science Major

Students with a strong science background who are interested in majoring in Environmental Science are advised to take EESC V2100 Earth’s Environmental Systems: Life Systems early on, followed by EESC V2200 Earth's Environmental Systems: Solid Earth. These two courses are required for all Environmental Science majors.

If you are interested in exploring Environmental Science or are concerned about your science background, you could take EESC BC1001 Environmental Science I in the fall. In the spring, you can decide to take EESC BC1002 Environmental Science II for non-majors, or shift into the major sequence of EESC V2100 Earth’s Environmental Systems: Climate.

EESC BC1001 Environmental Science I must be taken before EESC BC1002 Environmental Science II, and if taken as a major elective*, only one of these courses can be counted towards the major and the course must be completed prior to taking EESC V2100, V2200 or V2300.

We recommend that Environmental Science majors take CHEM BC2001 General Chemistry I and BIOL BC1500 Introduction to Organismal and Evolutionary Biology, plus the corresponding lab, BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology, early in their academic career at Barnard in order to prepare for upper level courses with prerequisites. Students with concerns about their science preparation should not take both at the same time. If you want advice on taking an Introductory Biology course, visit Biology (http://physics.barnard.edu/academics/introductory-sequence), and for advice on taking an Introductory Physics course, visit Physics (http://physics.barnard.edu/department-astronomy-physics).

Students should check the catalogue and the department for additional information on the major, minor and courses offered by Barnard and Columbia. Classes with grades less than C- or taken pass/fail cannot be counted towards the major.

See also Senior Research Seminar for information on senior thesis requirements.

Requirements for the Environmental Science Minor

Students wishing to minor in Environmental Science must have a plan approved by the Environmental Science Department chair. For requirement details see Environmental Science Minor Worksheet (http://envsci.barnard.edu/sites/default/files/minorworksheet_-_040214.doc) for a list of qualifying electives. In some cases, courses in other sciences can be substituted with the approval of the chair. Five courses are required including:

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<tbody>
<tr>
<td>ECON BC1003 or ECON UN1105</td>
<td>Introduction to Economic Reasoning Principles of Economics</td>
<td>3</td>
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<tr>
<td>EESC BC3800</td>
<td>Senior Research Seminar and Senior Research Seminar (provide credit for the senior thesis)</td>
<td>6</td>
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Select two laboratory science courses (with corresponding labs):

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<th>Title</th>
<th>Points</th>
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<tr>
<td>EESC BC1001</td>
<td>Environmental Science I</td>
<td>9</td>
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<td>EESC BC1002</td>
<td>Environmental Science II</td>
<td>9</td>
</tr>
<tr>
<td>EESC V2100</td>
<td>Earth's Environmental Systems: Climate</td>
<td>9</td>
</tr>
<tr>
<td>EESC V2200</td>
<td>Earth's Environmental Systems: Solid Earth</td>
<td>9</td>
</tr>
<tr>
<td>EESC V2300</td>
<td>Earth's Environmental Systems: Life Systems</td>
<td>9</td>
</tr>
</tbody>
</table>

Students wishing to minor in Environmental Science who are interested in field programs and seek minor credit must contact the department Chair, Stephanie Pfirman. The only current field program within Columbia University is SEE-U.

There is no minor in Environmental Biology, Environment and Sustainability, or Environmental Policy.

Environment and Sustainability Major

Sustainability is a growing field focusing on finding solutions in an ever-changing environment. Majors develop an understanding of the processes and stresses of earth’s systems, handle environmental data and make reasoned assessments, and engage in collaborative and interdisciplinary work required for developing approaches to maintain a sustainable environment.

The Environment and Sustainability major is designed to equip students to play effective roles as citizens or career professionals who can actively engage in environmental decision-making and policy in a rapidly changing environment. Majors learn to analyze and evaluate environmental, political, and economic systems and public policies in the context of environmental concerns, and to use these interdisciplinary skills to navigate development with the environment in mind. The major begins with foundations in the natural sciences, social
sciences, and quantitative analysis, followed by upper level electives in both the natural and social sciences, as is a required hands-on, client-based collaborative workshop at the junior level is required. Many exciting opportunities for student research exist on this campus and in the greater metropolitan community.

Environment and Sustainability as did Policy graduates will go on to a variety of careers, including national and international environmental policy, law, economics, journalism, business, public administration, government agencies, corporations, multilateral institutions, nongovernmental organizations, academia, and consulting firms. There is no minor in Environment and Sustainability.

Requirements for the Environment and Sustainability Major

For requirement details, see Environment and Sustainability Major Requirement Worksheet, envsustworksheet.doc (http://bulletin.columbia.edu/barnard-college/courses-instruction/environmental-science/EnvSustWorkSheet_Revised_011017.doc)

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>Part A-1. Natural Science Foundation (all 3 required)</td>
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<tr>
<td>EESC V2100</td>
<td>Earth’s Environmental Systems: Climate</td>
<td>4.5</td>
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<tr>
<td>CHEM BC2001</td>
<td>General Chemistry I (plus Lab)</td>
<td>5</td>
</tr>
<tr>
<td>or EESC BC3016</td>
<td>Environmental Measurements</td>
<td></td>
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<tr>
<td>or Environmental Measurements with either an A-2 or a B-2 course</td>
<td></td>
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<tr>
<td>BIOL BC1500</td>
<td>- BIOL BC1501</td>
<td>Introduction to Organismal and Evolutionary Biology</td>
</tr>
<tr>
<td>or EEBB UN2002</td>
<td>Environmental Biology II: Organisms to the Biosphere</td>
<td></td>
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<tr>
<td>or EESC V2300</td>
<td>Earth’s Environmental Systems: Life Systems</td>
<td></td>
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<tr>
<td>or Columbia’s SEE-U summer Program (only for those who did not receive credit for EESC BC1001)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A-2. Additional Science Foundation Course (choose 1)</td>
<td></td>
<td></td>
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<tr>
<td>CHEM BC3230</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM BC2002</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>EESC UN2200</td>
<td>Earth’s Environmental Systems: The Solid Earth System</td>
<td>4.5</td>
</tr>
<tr>
<td>BIOL BC1502</td>
<td>- BIOL BC1503</td>
<td>Introduction to Cell and Molecular Biology and Introductory Lab in Cell and Molecular Biology</td>
</tr>
<tr>
<td>or EESC BC1001</td>
<td>Environmental Science I</td>
<td>4.5</td>
</tr>
<tr>
<td>EESC UN1101</td>
<td>Earth: Origin, Evolution, Processes, Future</td>
<td>4</td>
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<tr>
<td>Part B. Quantitative Foundations (1 from each grouping, choose 2 total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EESC BC3017</td>
<td>Environmental Data Analysis (AND)</td>
<td>3</td>
</tr>
<tr>
<td>SDEV UN3390</td>
<td>GIS for Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>or SDEV UN3450</td>
<td>Spatial Analysis and Modeling for Sustainable Development</td>
<td></td>
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<tr>
<td>or EAE E4009</td>
<td>Geographic information systems (GIS) for resource, environmental and infrastructure management</td>
<td></td>
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<tr>
<td>or EESC BC3016</td>
<td>Environmental Measurements</td>
<td></td>
</tr>
<tr>
<td>or EESC BC3050</td>
<td>Big Data with Python. Python for Environmental Analysis and Visualisation</td>
<td></td>
</tr>
<tr>
<td>or EESC GU4050</td>
<td>Global Assessment and Monitoring Using Remote Sensing</td>
<td></td>
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<tr>
<td>Part C. Social Science Foundation (choose 2)</td>
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<td></td>
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<tr>
<td>ECON BC1003</td>
<td>Introduction to Economic Reasoning</td>
<td>3</td>
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<tr>
<td>ECON UN1105</td>
<td>Principles of Economics</td>
<td>4</td>
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<tr>
<td>POLS UN1601</td>
<td>Introduction to International Politics</td>
<td>4</td>
</tr>
<tr>
<td>POLS UN3212</td>
<td>Environmental Politics</td>
<td>3</td>
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<tr>
<td>SDEV UN3230</td>
<td>Challenges of Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>SDEV UN3230</td>
<td>Economic and Financial Methods for Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>ANTH UN1002</td>
<td>The Interpretation of Culture</td>
<td>3</td>
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<tr>
<td>Part D. Electives (choose 3, at least 1 from each grouping of upper level courses)</td>
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<td></td>
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<tr>
<td>Part E. Workshop Experience</td>
<td></td>
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<tr>
<td>EESC BC3300</td>
<td>Workshop in Sustainable Development (recommended)</td>
<td>4</td>
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<tr>
<td>Part F. Senior Research/Thesis (2 courses)</td>
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<tr>
<td>EESC BC3800</td>
<td>Senior Research Seminar</td>
<td>3</td>
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<tr>
<td>EESC BC3801</td>
<td>Senior Research Seminar</td>
<td>3</td>
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</table>

Advice for the Environment and Sustainability Major

Advisers: Co-Chairs, Stephanie Pfriman and Martin Stute

Because this Major was approved by the Faculty in Fall 2017 as a updated replacement for the Environmental Policy, any student may elect the Environment and Sustainability major, but only students in the Class of 2019 or 2018 can graduate with a major in Environmental Policy because it is being phased out.

Students with a strong science background who are interested in majoring in Environment and Sustainability are advised to take Earth’s Environmental Systems: Climate (EESC V2100 Earth’s Environmental Systems: Climate).

If you are interested in exploring Environment and Sustainability or are concerned about your science background, you could take EESC BC1001 Environmental Science I in the fall. In the spring, you would need to find another introductory level Environmental Science course such as EESC UN1011 Earth, Origin, Evolution, Processes, Future (with Lab) or shift into the major sequence of EESC BC2100 Earth’s Environmental Systems: Climate which is a Natural Science Foundation course. Please also note the following:

For the second Natural Science Foundation course requirement can be fulfilled by Majors in Environment and Sustainability with either CHEM BC2001, General Chemistry or EESC BC3016, Environmental Measurements along with either another Additional Science Foundations Course or a Quantitative Foundations Analysis/ Skills course. There are a few options to fulfill the 3rd Natural Foundation course requirements, so see above or the Environment and Sustainability Major Requirement Worksheet, envsustworksheet.doc (http://bulletin.columbia.edu/barnard-college/courses-instruction/environmental-science/EnvSustWorkSheet_Revised_011017.doc) for more specifics.

We recommend that Environment and Sustainability majors take CHEM BC2001 General Chemistry I and BIOL BC1501 Introduction to Organismal and Evolutionary Biology plus the corresponding lab, BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology, early in their academic career at Barnard in order to prepare for upper level courses with prerequisites, but it is not recommended
that they be taken concurrently. Students with concerns about their science preparation should realize the option of taking EESC BC2016, Environmental Measurements (plus the additional course). If you want advice on taking an Introductory Biology course, visit Biology (p. 118), and for advice on taking an Introductory Physics course, visit Physics (p. 334).

Students should check the catalogue and the department for additional information on the major, minor and courses offered by Barnard and Columbia. Classes with grades less than C- or taken pass/fail can not be counted towards the major.

See also Senior Research Seminar for information on senior thesis requirements.

Environmental Policy Major

Environmental Policy is a growing field at the intersection of science and society. Policy focuses on political institutions, societal processes, and individual choices that lead to environmental stress, the impact of environmental stress on institutions, processes and individuals, and the development of approaches to reduce environmental impact. As of Fall 2017, only students in the Class of 2018 or 2019 can major in Environmental Policy because of major requirement commitments, while rising majors, Classes of 2020 and above, may elect the revised Environment and Sustainability major in its stead. Majors in the Class of 2018 or 2019 may also elect an Environment and Sustainability major if it seems more suitable.

The Environmental Policy major is designed to equip students to play effective roles as citizens or career professionals who can actively engage in environmental decision-making and policy. Majors learn to analyze and evaluate environmental, political, and economic systems and public policies in the context of environmental concerns. The major begins with foundations in the natural sciences, social sciences, and quantitative analysis, followed by upper level electives in both the natural and social sciences. Student research at the junior level is required in Political Science, Anthropology or History, and at the senior level in Environmental Science. Many exciting opportunities for student research exist on this campus and in the greater metropolitan community.

Environmental Policy graduates go on to a variety of careers, including national and international environmental policy, law, economics, journalism, business, public administration, government agencies, corporations, multilateral institutions, nongovernmental organizations, academia, and consulting firms. There is no minor in Environmental Policy.

Requirements for the Environmental Policy Major

For requirement details, see Environmental Policy Major Requirement Worksheet, enpolworksheet.doc (http://envsci.barnard.edu/sites/default/files/envpolworksheet.doc)

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<td>CHEM BC2001</td>
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<td>BIOL BC1500</td>
<td>Introduction to Organismal and Evolutionary Biology</td>
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<td>- BIOL BC1501</td>
<td>and Introductory Lab in Organismal and Evolutionary Biology</td>
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Part A-1. Natural Science Foundation (3 courses with corresponding labs)

Part A-2. Additional Science Foundation Course (1 course with corresponding lab)

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<td>CHEM BC3230</td>
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<td>or CHEM BC2002</td>
<td>General Chemistry II</td>
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<td>or EESC UN2200</td>
<td>Earth’s Environmental Systems: The Solid Earth System</td>
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<tr>
<td>or BIOL BC1502</td>
<td>Introduction to Cell and Molecular Biology</td>
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<td>or EESC BC1001</td>
<td>Environmental Science I</td>
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<td>or EESC BC1002</td>
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Part B. Quantitative Assessment (2 courses)

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<td>SDEV UN3390</td>
<td>GIS for Sustainable Development</td>
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<tr>
<td>or SDEV UN3450</td>
<td>Spatial Analysis and Modeling for Sustainable Development</td>
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<tr>
<td>or EAAE E4009</td>
<td>Geographic information systems (GIS) for resource, environmental and infrastructure management</td>
<td>3</td>
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<tr>
<td>or EESC BC3016</td>
<td>Environmental Measurements</td>
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<tr>
<td>or EESC GU4050</td>
<td>Global Assessment and Monitoring Using Remote Sensing</td>
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<tr>
<td>or URBS V3200</td>
<td>Spatial Analysis: GIS Methods and Urban Case Studies</td>
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Part C. Decision-making Foundation (one for each grouping, 3 courses total)

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<td>ECON BC1003</td>
<td>Introduction to Economic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>or ECON UN105</td>
<td>Principles of Economics</td>
<td></td>
</tr>
<tr>
<td>or POLS UN3212</td>
<td>Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>or POLS UN1601</td>
<td>Introduction to International Politics</td>
<td></td>
</tr>
<tr>
<td>or URBS V3565</td>
<td>Cities in Developing Countries: Problems and Prospects</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH UN1002</td>
<td>The Interpretation of Culture (with discussion section)</td>
<td>3</td>
</tr>
<tr>
<td>or EEBE UN1010</td>
<td>Human Origins and Evolution</td>
<td></td>
</tr>
<tr>
<td>or ANTH V3004</td>
<td>Introduction to Environmental Anthropology</td>
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<tr>
<td>or SDEV UN2300</td>
<td>Challenges of Sustainable Development</td>
<td></td>
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</tbody>
</table>

Part D. Natural Science Elective (1 course) See link for Environmental Policy Major Worksheet above.

Part E. Social Science Elective (1 course) See link for Environmental Policy Major Worksheet above.

Part F. Junior Research (1 course) See link for Environmental Policy Major Worksheet above.

Part G. Senior Research/Thesis (2 courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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<tr>
<td>EESC BC3300</td>
<td>Workshop in Sustainable Development (recommended)</td>
<td>4</td>
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<tr>
<td>Part G. Senior Research/Thesis (2 courses)</td>
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</tr>
<tr>
<td>EESC BC3800</td>
<td>Senior Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EESC BC3801</td>
<td>Senior Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Advice for the Environmental Policy Major

Advisers: Stephanie Pfirman (Environmental Science Department), Kimberly Marten (Political Science), Alan Dye (Economics), Paige West (Anthropology), David Weiman (Urban Studies).

Students with a strong science background who are interested in majoring in Environmental Policy are advised to take Earth's
Environmental Systems: Climate (EESC V2100 Earth's Environmental Systems: Climate).

If you are interested in exploring Environmental Policy or are concerned about your science background, you could take EESC BC1001 Environmental Science I in the fall. In the spring, you would need to find another introductory level Environmental Science course such as EESC UN1011 Earth, Origin, Evolution, Processes, Future (with Lab) or shift into the major sequence of EESC V2100 Earth's Environmental Systems: Climate which is a Natural Science Foundation course. Please also note the following:

EESC BC1001 Environmental Science I must be taken prior to taking EESC V2100, V2200 or V2300.

We recommend that Environmental Policy majors take CHEM BC2001 General Chemistry I and BIOL BC1500 Introduction to Organismal and Evolutionary Biology plus the corresponding lab, BIOL BC1501 Introductory Lab in Organismal and Evolutionary Biology, early in their academic career at Barnard in order to prepare for upper level courses with prerequisites. Students with concerns about their science preparation should not take both at the same time. If you want advice on taking an Introductory Biology course, visit Biology (p. 118), and for advice on taking an Introductory Physics course, visit Physics (p. 334).

Students should check the catalogue and the department for additional information on the major, minor and courses offered by Barnard and Columbia. Classes with grades less than C- or taken pass/fail can not be counted towards the major.

See also Senior Research Seminar for information on senior thesis requirements.

EESC BC1001 Environmental Science I. 4.5 points.
Prerequisites: Prerequisites: Enrollment limited. Students must also sign up for the corresponding lab course, EESC BC1011 to receive credit. Note BC1001 is not required for an environmental policy major. This class examines the basic principles of environmental science using current local and global environmental news as case studies. Issues covered are climate change, invasive species, water resources, sustainability, etc. A major goal is for students to understand the science behind environmental issues. Readings from the scientific literature, various newspaper articles, magazines and an online textbook are carefully coordinated with the topics. Because of our location, the lab curriculum features studies of the Hudson River and its forested shorelines. The lab is closely paired with the lecture and features hands-on and inquiry-based lab and field studies of statistics, data presentation, writing in the format of a scientific paper, data collection (on land and on the Hudson River), water chemistry, microbiology, microscopic and macroscopic life in the river, birds and plants in Riverside Park, biodiversity on a green roof, local geology, topographical maps, compass use, and museum studies. Students must also register for one of the eight lab sections EESCV101. Students must take both lecture and lab.

Students enrolled in EESC BC1001 must enroll in this required lab course. Students cannot enroll in this course unless also enrolled in BC1001.

EESC UN2100 Earth’s Environmental Systems: The Climate System. 4.5 points.
Priority given to Columbia and Barnard earth science, environmental science, and environmental biology majors should enrollment limits be reinstated.

Prerequisites: high school algebra. Recommended preparation: high school chemistry and physics; and one semester of college science. Origin and development of the atmosphere and oceans, formation of winds, storms and ocean currents, reasons for changes through geologic time. Recent influence of human activity: the ozone hole, global warming, water pollution. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. Students majoring in Earth and Environmental Sciences should plan to take EESC W2100 before their senior year to avoid conflicts with Senior Seminar.

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EESC BC1001 Environmental Science I Lab. 0 points.
Corequisites: EESC BC1001

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Fall 2017: EESC BC1011

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>EESC 1011</td>
<td>002/06203</td>
<td>M 1:10pm - 4:00pm 403 Altschul Hall</td>
<td>Terryanne Maenza-Gmelch</td>
<td>4.5</td>
<td>110/112</td>
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<tr>
<td>EESC 1011</td>
<td>003/02333</td>
<td>T 1:10pm - 4:00pm 403 Altschul Hall</td>
<td>Terryanne Maenza-Gmelch</td>
<td>4.5</td>
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<tr>
<td>EESC 1011</td>
<td>004/09002</td>
<td>W 10:00am - 12:50pm 403 Altschul Hall</td>
<td>Sedelia Rodriguez</td>
<td>4.5</td>
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<td>EESC 1011</td>
<td>005/07930</td>
<td>W 1:10pm - 4:00pm 403 Altschul Hall</td>
<td>Sedelia Rodriguez</td>
<td>4.5</td>
<td>110/112</td>
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<tr>
<td>EESC 1011</td>
<td>006/01429</td>
<td>Th 1:10pm - 4:00pm 403 Altschul Hall</td>
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Spring 2018: EESC UN2100

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<th>Section/Call Number</th>
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<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EESC 2100</td>
<td>001/67233</td>
<td>T Th 10:10am - 11:25am 603 Schermerhorn Hall</td>
<td>Jerry McManus, Adam Sobel</td>
<td>4.5</td>
<td>50/60</td>
</tr>
<tr>
<td>EESC 2100</td>
<td>001/67233</td>
<td>W 4:10pm - 7:00pm 558 Ext Schermerhorn Hall</td>
<td>Jerry McManus, Adam Sobel</td>
<td>4.5</td>
<td>50/60</td>
</tr>
<tr>
<td>EESC 2100</td>
<td>001/68225</td>
<td>M W 10:10am - 11:25am 417 Schermerhorn Hall</td>
<td>Mingfang Ting, Gisela Winckler</td>
<td>4.5</td>
<td>34/50</td>
</tr>
<tr>
<td>EESC 2100</td>
<td>001/68225</td>
<td>T 4:10pm - 7:00pm 558 Ext Schermerhorn Hall</td>
<td>Mingfang Ting, Gisela Winckler</td>
<td>4.5</td>
<td>34/50</td>
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</tbody>
</table>
EESC UN2200 Earth’s Environmental Systems: The Solid Earth System. 4.5 points.

CC/GS: Partial Fulfillment of Science Requirement, BC: Partial Fulfillment of General Education Requirement: Laboratory Science (SCI)., Lab Required

Priority given to Columbia and Barnard earth science, environmental science, and environmental biology majors should enrollment limits be necessary.

Prerequisites: high school algebra and chemistry. Recommended preparation: high school physics. Exploration of how the solid Earth works, today and in the past, focusing on Earth in the Solar system, continents and oceans, the Earth’s history, mountain systems on land and sea, minerals and rocks, weathering and erosion, hydrological cycle and rivers, geochronology, plate tectonics, earthquakes, volcanoes, fossil fuels. Laboratory exploration of topics through examination of rock samples, experimentation, computer data analysis, field exercises, and modeling. Columbia and Barnard majors should plan to take W2200 before their senior year to avoid conflicts with the Senior Seminar.

EESC BC3012 Brownfields. 3 points.

Prerequisites: One college level science course or permission of the instructor. Anyone who has taken EESC BC1002 Introduction to Environmental Science cannot take this course.

Brownfields considers interconnections between groundwater contamination, toxics, human health, government, economics, and law using the award-winning interactive learning simulation Brownfield Action. Through a semester-long, laboratory exploration of a simulated brownfield, students engage in an environmental site assessment and development of a plan for remediation and revitalization.

EESC BC3013 Shorelines and Streams. 3 points.

Prerequisites: Enrollment limited. Four required field trips that take a substantial portion of the day. An interdisciplinary study of shoreline processes, the larger ecosystems of which they are a part, and the geologic events and human impacts that have brought them through time to their current state. A problem-oriented, field-methods course, providing hands-on experience with tools and observational methods in a variety of outdoor environments. Involves sampling and measurement techniques for rocks and minerals, fossils, water, soil, flora, and fauna, as well as field and laboratory work, data interpretation and analysis, and the creation of a sample collection. Emphasis on the writing process through the reading of Rachel Carson’s The Edge of the Sea, a daylong field trip to Montauk Point, and the writing of a term essay on the natural history and origin of a grain of garnet found at the top of the dune at Napeague Bay.

EESC BC3014 Field Methods in Environmental Science. 3 points.

Prerequisites: Enrollment limited. Five required field trips that take a substantial portion of the day. Problem-oriented, hands-on approach emphasizing the tools, techniques, and observational skills necessary for the understanding of forest ecology and deer management. Field and laboratory work as well as data analysis and interpretation. Field Methods utilizes the outdoor resources of the Hudson River Valley, especially the forest environment at Black Rock Forest, a 4,000-acre preserve near Cornwall, N.Y.

EESC BC3016 Environmental Measurements. 3 points.

Prerequisites: Enrollment limited. Required field trip on first Friday of the semester.

Hands-on approach to learning environmental methods. Students take a one-day cruise on the Hudson River to collect environmental samples. These samples are then analyzed throughout the semester to characterize the Hudson River estuary. Standard and advanced techniques to analyze water and sediment samples for nutrients and contaminants are taught.
EESC BC3017 Environmental Data Analysis. 3 points.

Prerequisites: One year of college science or EESC V2100 or permission of the instructor.
Acquisition, analysis, interpretation, and presentation of environmental data, assessment of spatial and temporal variability. Focus on water quality issues and storm surges. Uses existing and student-generated data sets. Basic principles of statistics and GIS, uses standard software packages including EXCEL and ArcGIS. Includes a half-day field trip on a Saturday or Sunday. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Fall 2017: EESC BC3017
<table>
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<tr>
<th>Course</th>
<th>Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>EESC 3017</td>
<td>001/03873</td>
<td>T Th 2:10pm - 4:00pm</td>
<td>Frank Nitsche</td>
<td>3</td>
<td>21</td>
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</table>

EESC BC3019 Energy Resources. 3 points.
Energy Resources utilizes the physical plant of Barnard and Columbia to involve students in a semester long real-life policy study that explores the interconnections between energy resources and sustainable energy efficiency. Students work collaboratively as a team and interface with college faculty, administration, staff and student organizations to produce and disseminate a professional level policy report describing existing usage of energy, analyzing where change is needed.

EESC BC3021 Forests and Environmental Change. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 12 students. One year of college science or permission of instructor. Alternate years.
Seminar on forests in global change framework: forest distribution and link to climate, forest ecology, paleoecology, role of forests in global ecosystem, biological invasions, habitat fragmentation, biodiversity, conservation and management strategies. Format: class discussion of readings, student presentations on scientific papers, field trips, data collection and analysis.

EESC BC3023 The Hudson: The Estuary, The River, and Our Environment. 3 points.
Not offered during 2017-18 academic year.

An interdisciplinary study of the relationship between ecosystem function and sustainable human habitation for one of the great rivers of the world. Topics include: geological origins, the watershed, basic hydrology, and estuarine dynamics; habitats and plants, energy flow, and nutrient dynamics; the invertebrates; fishes, fisheries, and other animals; water quality, water supply, and sewage treatment; sediment dynamics and PCBs; colonization and revolution; industrialization and transformation of the landscape; the Storm King controversy, conservation and environmentalism.

EESC BC3025 Hydrology. 3 points.

Prerequisites: EESC V2100, physics, or permission of instructor. Includes a weekend field trip. Alternate years.

Hands-on study and discussion of the basic physical principles of the water cycle (evaporation, condensation, precipitation, runoff, and subsurface flow), as well as environmentally relevant applications based on case studies. Special focus on the New York City area, the arid Southwest, and the developing world. Coverage of contemporary global water resources issues, including pollution control, sustainable development, and climate change. General Education Requirement: Quantitative and Deductive Reasoning (QUA).

EESC BC3026 Bird, Plant and Land-use Dynamics. 3 points.
Prerequisites: Enrollment limited to 12 students. Permission of the instructor required.
This class looks at the response of wildlife (birds and plants) to climate change and land-use issues from the end of the last glaciation to the present. We visit wildlife refuges along a rural-suburban-urban gradient in order to observe and measure the role refuges play in conservation. Case study topics are: (1) land-use change over time: a paleoenvironmental perspective, (2) environmental transformations: impact of exotic and invasive plants and birds on local environments and (3) migration of Neotropical songbirds between their wintering and breeding grounds: land-use, crisis and conservation. Format: lecture, student presentations, field trips and data collection/analysis.

Spring 2018: EESC BC3026
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<th>Course</th>
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<th>Times/Location</th>
<th>Instructor</th>
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<td>001/03204</td>
<td>T 1:10pm - 3:40pm</td>
<td>Terryanne Manzulli</td>
<td>3</td>
<td>12/12</td>
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EESC BC3032 Agricultural and Urban Land Use: Human-Environment Interactions. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Prerequisites: One year of college science or permission of instructor. Alternate years.

EESC BC3033 Waste Management. 3 points.
Alternate years.


Fall 2017: EESC BC3033
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<tr>
<th>Course</th>
<th>Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<tr>
<td>EESC 3033</td>
<td>001/09667</td>
<td>T Th 8:40am - 9:55am</td>
<td>Peter Bower</td>
<td>3</td>
<td>19/20</td>
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</table>

EESC BC3040 Environmental Law. 3 points.
Process-oriented introduction to the law and its use in environmental policy and decision-making. Origins and structure of the U.S. legal system. Emphasis on litigation process and specific cases that elucidate the common law and toxic torts, environmental administrative law, and environmental regulation through application.
and testing of statutory law in the courts. Emphasis also on the development of legal literacy, research skills, and writing.

Spring 2018: EESC BC3040
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
EESC 3040  001/06952  T Th 8:40am - 9:55am  530 Altschul Hall  Peter Bower, Elena Neascu  3 28/32

EESC BC3043 Water, Sanitation, and Health. 3 points.
This course focuses on understanding water, sanitation and health in the developing world and how these factors interact to affect people’s lives. Specifically, what are the options for providing cleaner water and improved sanitation in order to reduce the incidence of waterborne diseases in the developing world?

EESC BC3045 Responding to Climate Change. 3 points.
Prerequisites: One of the following courses that introduces the structure and functioning of the climate system and processes underlying climate change: EESC V1002, Climate and Society: Case Studies; EESC V2100 Earth’s Environmental Systems: Climate; EESC W2330, Science of Sustainable Development; or EAAE E1100, A Better Plant by Design.
Analysis of climate change adaptations, responses, and mitigation options. Consideration of impacts of projected climate changes including global water, food and health complemented by regional case studies. Scientific, technologic, economic, political, and behavioral aspects of potential solutions.

EESC BC3050 Big Data with Python: Python for Environmental Analysis and Visualisation. 3 points.
Big Data is changing how we interact with and understand the environment. Yet analyzing Big Data requires new tools and methods. Students will learn to use Python programming to analyze and visualize large environmental and earth’s systems data sets in ways that Excel is not equipped to do. This will include both time series and spatial analyses with programming occurring interactively during class and assignments designed to strengthen methods and results. Students will learn to write code in Python, plot, map, sub-select, clean, organize, and perform statistical analyses on large global scale data sets, using the data in analysis, and take any data set no matter how large or complicated.

Fall 2017: EESC BC3050
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
EESC 3050  001/03855  M W 9:30am - 10:45am  222 Milbank Hall  Brian Mailloux  3 25

EESC BC3200 Ecotoxicology. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: CHEM BC1601, BIOL BC2002, or permission of instructor. Alternate years.
The study of anthropogenic contaminants within our natural environment and their subsequent effects on biological organisms. Effects to be examined: the molecular scale (biochemical pathways of metabolism and detoxification), the organismal scale (target organs, behavioral effects), and the ecosystem scale (species viability). Lectures and hands-on activities are used to teach the material.

EESC BC3300 Workshop in Sustainable Development. 4 points.
Students address real-world issues in sustainable development by working in groups for an external client agency. Instruction in communication, collaboration, and management; meetings with and presentations to clients and academic community. Projects vary from year to year. Readings in the course are project-specific and are identified by the student research teams.

Fall 2017: EESC BC3300
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
EESC 3300  001/05986  T Th 10:10am - 12:00pm  303 Altschul Hall  Martin Stute  4 12
EESC 3300  002/04398  T Th 10:10am - 12:00pm  303 Altschul Hall  Martin Stute  4 2

EESC BC3800 Senior Research Seminar. 3 points.
Enrollment limited to senior majors (juniors with the instructor’s permission). Provides credit for the senior thesis. The Senior Research Seminar can be taken Spring/Fall or Fall/Spring sequence.
Guided, independent, in-depth research culminating in the senior thesis in the spring. Includes discussion about scientific presentations and posters, data analysis, library research methods and scientific writing. Students review work in progress and share results through oral reports. Weekly seminar to review work in progress and share results through oral and written reports. Prerequisite to EESC W3901.

Fall 2017: EESC BC3800
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
EESC 3800  001/05632  Th 4:10pm - 6:00pm  530 Altschul Hall  Martin Stute  3 29

EESC BC3801 Senior Research Seminar. 3 points.
Enrollment limited to senior majors (juniors with the instructor’s permission). Provides credit for the senior thesis. The Senior Research Seminar can be taken Spring/Fall or Fall/Spring sequence.
Guided, independent, in-depth research culminating in the senior thesis in the spring. Includes discussion about scientific presentations and posters, data analysis, library research methods and scientific writing. Students review work in progress and share results through oral reports. Weekly seminar to review work in progress and share results through oral and written reports. Prerequisite to EESC W3901.

Spring 2018: EESC BC3801
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
EESC 3801  001/03167  Th 4:10pm - 6:00pm  530 Altschul Hall  Martin Stute  3 19

Cross-Listed Courses
There are no cross-listed courses for your department.

European Studies
422A Lehman Hall
212-854-4733

Mission
The European Studies program at Barnard College enables students to combine disciplinary approaches to the study of Europe. Students ground themselves in a core discipline (history, political science, anthropology, sociology, theater, and philosophy, among others) that provides them with methodological expertise. They also take courses in the language and literature of a chosen region of Europe and complement this program with a selection of courses exploring Europe
from other disciplinary perspectives. Students are encouraged to study abroad in the region of their interest.

Student Learning Outcomes

Students who graduate with a major in European Studies will be able to attain the following outcomes:

- Demonstrate an understanding of the breadth of Europe’s cultural heritage as well as its distinctive components;
- Explain the role of language and literature within culture;
- Apply different disciplinary perspectives to the study of a single region.

This program is supervised by the Committee on European Studies:

Co-Chairs: Erk Grimm (Associate Professor of German), Lisa S. Tiersten (Professor of History)

Requirements for the Major

Students who intend to major in European Studies should consult a member of the department in their sophomore year to plan their academic programs.

The senior requirements vary according to the discipline studied. Majors should consult their advisers for details.

Students may focus on one country or one region of Europe. Competence in the language of the region is expected. The major includes:

1. A concentration consisting of five courses in an academic discipline chosen in consultation with the major adviser. A maximum of two of these courses that deal with European topics may be counted among the ten courses in the regional concentration (Part B).
2. Ten courses focusing on a country or region to include:
   - Two courses in European History;
   - Two courses in the literature or cultural studies of one country in the original language;
   - Two semester senior projects under the direction of the program adviser or an adviser in the minor field;
   - Four courses outside the field of concentration dealing with the selected country or region.

The following list is only a sample selection of courses that may be applied to the major.

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>ECON BC3041</td>
<td>Theoretical Foundations of Political Economy</td>
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<tr>
<td>HIST BC1101</td>
<td>Introduction to European History: Renaissance to French Revolution</td>
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<tr>
<td>HIST BC1302</td>
<td>Renaissance to European History: French Revolution to the Present</td>
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<td></td>
<td>(recommended as prerequisites for other history courses)</td>
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<tr>
<td>HIST BC2321</td>
<td>Colonial Encounters: Europe and the Culture of Empire</td>
<td>3</td>
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<td>HIST BC3323</td>
<td>The City in Europe</td>
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<td>HIST BC3360</td>
<td>London: From Great Wen to World City</td>
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<td>HIST BC3368</td>
<td>History of the Senses</td>
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<td>PHIL UN3352</td>
<td>European Social Philosophy</td>
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<td>European Social Philosophy</td>
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<tr>
<td>PHIL V3740</td>
<td>Hermeneutics and the Humanities</td>
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<td>POLS UN1501</td>
<td>Introduction to Comparative Politics</td>
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<td>POLS UN3401</td>
<td>Democracy and Dictatorship in Europe</td>
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<td>RELI V3501</td>
<td>Introduction To the Hebrew Bible</td>
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<td>RELI V2801</td>
<td>Introduction to Western Religions</td>
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<td>THTR V3150</td>
<td>Western Theatre Traditions: Classic to Romantic</td>
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<td>SOCI UN3000</td>
<td>Social Theory</td>
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<td>THTR V3152</td>
<td>Nazism in Performance</td>
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<td>French courses in Culture and Literature See French</td>
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<td></td>
<td>German courses in Culture and Literature See German</td>
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<td>Italian courses in Culture and Literature See Italian</td>
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<tr>
<td></td>
<td>Spanish courses in Culture and Literature See Spanish</td>
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Cross-Listed Courses

Art History (Barnard)

AHIS BC1002 Introduction to the History of Art II. 4 points.


The second part of the Introduction to Art History goes from about 1400 to 2015, circles the world, and includes all media. It is organized around one theme for each lecture, and approximately 100 works of art. Visits to New York museums and discussions sections are crucial parts of the course.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHIS 1002</td>
<td>001/01823</td>
<td>M W 2:40pm - 3:55pm</td>
<td>Anne</td>
<td>3</td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>001/01823</td>
<td>304 Barnard Hall</td>
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</tr>
</tbody>
</table>

AHIS W4480 Art In the Age of Reformation. 3 points.

Not offered during 2017-18 academic year.

Artistic production in Germany and the Netherlands in the 16th century and the transformation of the social function of art as a consequence of the development of reformed theories of art and the introduction of humanist culture: Albrecht Durer, Hans Baldung Grien, Hans Holbein the Younger, Albrecht Altdorfer, Quentin Massys, Lucas van Leyden, Jan Gossaert, Jan van Hemessen, and Pieter Aertsen.

Economics (Barnard)

ECON BC3041 Theoretical Foundations of Political Economy. 3 points.


Prerequisites: An introductory course in economics or permission of the instructor.

Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism.

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3041</td>
<td>001/07742</td>
<td>T Th 10:10am - 11:25am</td>
<td>David Weiman</td>
<td>3</td>
<td>33/45</td>
</tr>
</tbody>
</table>
investigates how their interactions and frictions combined to shape the cultures of the communities formed by merchants, pirates, and slaves; together through the flow of people, goods, and ideas. Studies the
Examines how the Atlantic Ocean and its boundaries were tied Comparison (CUL).
(HIS)., BC: Fulfillment of General Education Requirement: Cultures in
BC: Fulfillment of General Education Requirement: Historical Studies
HIST BC2180 Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism. 3 points.
Examines how the Atlantic Ocean and its boundaries were tied together through the flow of people, goods, and ideas. Studies the cultures of the communities formed by merchants, pirates, and slaves; investigates how their interactions and frictions combined to shape the unique combination of liberty and oppression that characterizes early modern capitalism.

HIST BC3360 London: From Great Wen to World City. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Social and cultural history of London from the Great Fire of 1666 to the 1960s. An examination of the changing experience of urban identity through the commercial life, public spaces, and diverse inhabitants of London. Topics include 17th-century rebuilding, immigrants and emigrants, suburbs, literary culture, war, and redevelopment.

HIST BC3368 History of the Senses. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Examination of European understandings of human senses through the production and reception of art, literature, music, food, and sensual enjoyments in Britain and France. Readings include changing theories concerning the five senses; efforts to master the passions; the rise of sensibility and feeling for others; concerts and the patronage of art; the professionalization of the senses.

Philosophy (Barnard)
PHIL UN2101 The History of Philosophy I: Presocratics to Augustine. 4 points.
BC: Fulfillment of General Education Requirement: Reason and Value (REA), Recitation Section Required
Corequisites: PHIL V2111 Required Discussion Section (0 points).
Exposition and analysis of the positions of the major philosophers from the pre-Socratics through Augustine. This course has unrestricted enrollment.
PHIL UN2201 History of Philosophy II: Aquinas to Kant. 4 points.

Recitation Section Required

Corequisites: PHIL V2211 Required Discussion Section (0 points).

PHIL V2101 is not a prerequisite for this course. Exposition and analysis of the metaphysics, epistemology, and natural philosophy of the major philosophers from Aquinas through Kant. Authors include Aquinas, Galileo, Gassendi, Descartes, Spinoza, Leibniz, Berkeley, Hume, and Kant. This course has unrestricted enrollment.

Spring 2018: PHIL UN2201

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>PHIL 2201</td>
<td>001/04794</td>
<td>T Th 11:10am - 12:25pm LI103 Diana Center</td>
<td>John Morrison</td>
<td>4</td>
<td>48/80</td>
</tr>
</tbody>
</table>

PHIL W3264 19th Century Philosophy: Hegel. 3 points.

Examines major themes of Hegel's philosophy, with emphasis on social and political thought. Topics include Hegel's critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in a rational society. Readings from Fichte help explain how Hegel's project develops out of Kant's transcendental idealism. Some knowledge of Kant's moral theory and his Critique of Pure Reason is presupposed. Prerequisite: at least one of PHIL 2201, 2301, or 3251.

Political Science (Barnard)

POLS UN3401 Democracy and Dictatorship in Europe. 3 points.

Not offered during 2017-18 academic year.

This course will examine the development of democracies and dictatorships in Europe from the French Revolution to the present day. It will analyze the nature and dynamics of European political history and use the European experience as a foundation upon which to build a broader understanding of how different types of political regimes emerge, function, and are sustained over time. Prior knowledge of European history and comparative politics is welcome, but not presumed.

Fall 2017: POLS UN3401

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tr>
<td>POLS 3401</td>
<td>001/08728</td>
<td>M W 11:40am - 12:55pm LI104 Diana Center</td>
<td>Sheri Berman</td>
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</table>

POLS BC3505 * Colloquium on Making Democracy Work. 4 points.

Prerequisites: POLS V1501 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).

Examination of democratic consolidation and promotion. What makes democracy work and what, if anything, can outside actors do to help this process along? Topics include the theoretical literature on democratic consolidation, historical cases of intervention, debates about America's role in promoting democracy, and examination of some of the research on democracy promotion. (Cross-listed by the European Studies and Human Rights Programs.)

Spring 2018: POLS BC3505

Sociology

SOCI UN3000 Social Theory. 3 points.


Prerequisites: Sophomore standing. Required for all sociology majors. Prerequisite: at least one sociology course of the instructor's permission. Theoretical accounts of the rise and transformations of modern society in the 19th and 20th centuries. Theories studied include those of Adam Smith, Tocqueville, Marx, Durkheim, Max Weber, Roberto Michels. Selected topics: individual, society, and polity, economy, class, and status: organization and ideology; religion and society; moral and instrumental action.

Fall 2017: SOCI UN3000

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tr>
<td>SOCI 3000</td>
<td>001/05710</td>
<td>M W 8:40am - 9:55am 504 Diana Center</td>
<td>Deborah Becher</td>
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Spring 2018: SOCI UN3000

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<th>Instructor</th>
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<th>Enrollment</th>
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<tr>
<td>SOCI 3000</td>
<td>001/63994</td>
<td>M W 8:40am - 9:55am 702 Hamilton Hall</td>
<td>Shamus Khan</td>
<td>3</td>
<td>62/86</td>
</tr>
</tbody>
</table>

Theatre (Barnard)

THTR V3141 Socialism/Communism in Performance. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Sophomore standing. Enrollment limited to 16 students. Analyzes dramatic texts and performances under the Communist regimes behind the Iron Curtain before 1989. Principal focus is on the dynamic performance of transnationalism among the “brothers in arms” will be included as well, in order to elucidate how works of art crossing into the Third Reich were reimagined, sometimes in ways

Spring 2018: THTR V3152

THTR V3152 Nazism in Performance. 4 points.

Prerequisites: Course enrollment limited to 16; permission of instructor given at first class meeting. Explores the cultivation of national and transnational performances as a significant force of National Socialism, at the same time as challenging the notion of “Nazi Theatre” as monolithic formation. The core of the course inquires into the dialectical analysis of artistic creations in diverse art genres, while working towards an understanding of the social dramaturgy of such events as staging the Führer and the racialized body of the privileged people. Nazism did not harbor ideologies without benefits for the allied nations. Thus, the dynamic performance of transnationalism among the “brothers in arms” will be included as well, in order to elucidate how works of art crossing into the Third Reich were reimagined, sometimes in ways...
challenging to the presumed values of the state stage. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

Film Studies

417 Barnard Hall
212-854-2116
212-854-9498 (fax)
Department Assistant: Rio Santisteban

TheFilm Studies Program

The Program in Film Studies at Barnard College offers a theoretical, historical and practical approach to the study of film. Through this course of studies, students come to understand film as a dominant cultural medium of the twentieth century and its influence on the present, as well as an art form with profound and continuing connections to a range of disciplines that span the humanities and the social sciences.

Mission

The educational goal of the film major is to provide a solid grounding in the history and theory of film and as well as place the study of film in relation to other art forms. Students are introduced to visual storytelling, film technology, and the economic and sociopolitical context of the film industry. The trajectory of the major moves from introductory level courses (primarily surveys) to intermediate level courses (that introduce the mechanics of writing for film as well as film making), to advanced level courses (including two labs and the senior seminar), plus two electives from the approved list. While the course of study is rooted in film history and theory, all majors take workshops in screenwriting and filmmaking and produce a script and a short film. Our place in a premier college for women invites our Program to pay special attention to questions of gender, and our home in New York City allows students to connect their study to the city's vibrant film industry as well as range of film in arts houses and revival theaters.

Student Learning Outcomes

Students who graduate in Film Studies will be able to attain the following outcomes:

- Demonstrate in-depth knowledge of film history;
- Explain the major concepts or ideas of film theory;
- Communicate in-depth knowledge of film in one other language tradition;
- Write a basic/elementary screenplay;
- Create a short film;
- Demonstrate an understanding of film’s relationship to a range of other disciplines across the humanities and social sciences;
- Conduct original research on a film (usually one film) intensively in the context of a limited enrollment senior seminar.

For questions about Film Studies contact Ross Hamilton (rhamilto@barnard.edu), Director.

The program is supervised by the Barnard Committee on Film Studies:

Director: Ross Hamilton (Professor, English)
Associate Professors: Kaiama L. Glover (African Studies, French, Women Studies), Erk Grimm (Comparative Literature, European Studies, German), Christina Kallas (Visiting) Nelson Moe (Italian)

Term Professor: Maura Spiegel (English/Film)
Professor of Professional Practice: Meg McLagan (Visiting)
Adjunct Professors: Jonathan Beller (English/Women’s Studies), Sandra Luckow
Adjunct Associate: Robert Brink
Columbia University Faculty: Annette Insdorf, Milena Jelinek, Christina Kallas, Sandra Luckow, Richard Pena, Andrew Sarris, James Schamus, Maura Spiegel

Requirements for the New Major

Current juniors and seniors (classes of 2017 and 2016) may choose to fulfill the requirements of the earlier major (listed at the bottom of this page). Please consult your major adviser for more details.

Please note that Columbia courses have been renumbered and re titled, but content remains the same.

The major requirements remain at a total of 36 credits, namely twelve 3-point courses. However, only 6 classes are required, and 6 are electives. Moreover, we will no longer separate survey courses into “American” and “International.” Please note that most classes are offered only one semester per academic year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM BC201</td>
<td>Introduction to Film and Media Studies (This is the prerequisite for all further Film courses at Columbia and Barnard. Open to first-year students.)</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN1000</td>
<td>Introduction to Film and Media Studies</td>
<td>3</td>
</tr>
<tr>
<td>FILM GU4000</td>
<td>Film and Media Theory</td>
<td>3</td>
</tr>
<tr>
<td>Two of the Following, One of Which Must Be W2010 or W2030</td>
<td></td>
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</tr>
<tr>
<td>FILM UN2100</td>
<td>Cinema History 1: Beginning-1930</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2020</td>
<td>Cinema History 2: 1930-60</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2030</td>
<td>Cinema History 3: 1960-90</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2040</td>
<td>Cinema History 4: after 1990</td>
<td>3</td>
</tr>
<tr>
<td>Two Introductory Level Courses</td>
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<td></td>
</tr>
<tr>
<td>FILM BC3200</td>
<td>Feature Film Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>FILM BC3210</td>
<td>Feature Film Filmmaking</td>
<td>3</td>
</tr>
<tr>
<td>FILM BC3220</td>
<td>Laboratory in Nonfiction Filmmaking</td>
<td>3</td>
</tr>
<tr>
<td>FILM BC3275</td>
<td>Non-Fiction Digital Video Production</td>
<td>3</td>
</tr>
<tr>
<td>FILM BC3301</td>
<td>Advanced Production</td>
<td>3</td>
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<tr>
<td>International Cinema Requirement</td>
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</tr>
<tr>
<td>One course on a non-American cinema (from Film or other departments)</td>
<td></td>
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</table>
| Senior Thesis Seminar
| Select one of the following:                         |
| ENGL BC3997| Senior Seminar: Senior Seminar for Writing Concentrators | 4      |
| Elective Courses - Choose Six                        |
| FILM UN2190| Topics in American Cinema            | 3      |
| FILM UN2290| Topics in World Cinema: Arab and Africa | 3      |
| FILM UN2310| The Documentary Tradition            | 3      |
| FILM W2400| Script Analysis                      | 3      |
FILM UN3020 Interdisciplinary Studies 3
FILM UN3920 Senior Seminar in Screenwriting 3
FILM UN3925 Narrative Strategies in Screenwriting 3
FILM UN3930 Seminar in International Film 3
FILM BC3245 American Television Drama 3

Please note:
1. The prerequisite for all classes is Introduction to the Study and Theory of Film, open to first-year students.
2. The Senior Seminar requirement can be fulfilled at Columbia in the fall or at Barnard in the spring (ENGL BC3998.2 - M. Spiegel).
3. The Film Program does not offer Independent Study.
4. There is no minor in Film Studies.
5. Regretfully, auditors are not allowed in Barnard Film Production or Screenwriting classes.

Requirements for the Earlier Major

Current juniors and seniors (classes of 2017 and 2016) may choose to fulfill the requirements of this earlier major. Please consult your major adviser for more details.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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<tr>
<td>FILM BC3201 or FILM UN1000</td>
<td>Introduction to Film and Media Studies</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2010</td>
<td>Cinema History 1: Beginning-1930</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2020</td>
<td>Cinema History 2: 1930-60</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2030</td>
<td>Cinema History 3: 1960-90</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2290</td>
<td>Topics in World Cinema: Arab and Africa</td>
<td>3</td>
</tr>
<tr>
<td>FILM UN2310</td>
<td>The Documentary Tradition</td>
<td>3</td>
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<tr>
<td>FILM W2400</td>
<td>Script Analysis</td>
<td>3</td>
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<tr>
<td>FILM BC3119 or FILM BC3120</td>
<td>Screenwriting</td>
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<tr>
<td>or FILM BC3120</td>
<td>Feature Film Screenwriting</td>
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<tr>
<td>or FILM UN2420</td>
<td>Laboratory in Screenwriting</td>
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<tr>
<td>FILM BC3200 or FILM W2520</td>
<td>Film Production</td>
<td>3</td>
</tr>
<tr>
<td>or FILM BC3120</td>
<td>Feature Film Screenwriting</td>
<td></td>
</tr>
<tr>
<td>or FILM UN2510</td>
<td>Laboratory in Nonfiction Filmmaking</td>
<td></td>
</tr>
<tr>
<td>FILM UN3910 or FILM UN3900</td>
<td>Senior Seminar in Filmmaking</td>
<td>3</td>
</tr>
<tr>
<td>or FILM UN3900</td>
<td>Senior Seminar in Film Studies</td>
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</tbody>
</table>

Two Film Electives

Chosen from the Barnard and Columbia course offerings - please consult the Program Director.

Please note:
1. The prerequisite for all classes is Introduction to the Study and Theory of Film, open to first-year students.
2. The Senior Seminar requirement can be fulfilled at Columbia in the fall or at Barnard in the spring (ENGL BC3998.2 - M. Spiegel).
3. The Film Program does not offer Independent Study.
4. There is no minor in Film Studies.
5. Regretfully, auditors are not allowed in Barnard Film Production or Screenwriting classes.
FILM BC3201 Introduction to Film and Media Studies. 3 points.
BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART). Discussion Section Required
Prerequisites: Open to first-year students.
Corequisites: Enroll in the required Discussion Section through FILM BC 3204: Discussion Section.
Introductory survey of the history, aesthetics and theories of film. Topics in American and International cinema are explored through weekly screenings, readings, discussion, and lecture. A complete introduction to cinema studies, this course is also the prerequisite for further film courses at Columbia and Barnard.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>FILM 3201</td>
<td>001/02089</td>
<td>W 12:00pm - 1:30pm</td>
<td>Christina</td>
<td>3</td>
<td>40/60</td>
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<tr>
<td></td>
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<td>323 Milbank Hall</td>
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<td>FILM 3201</td>
<td>001/02089</td>
<td>M 6:00pm - 9:00pm</td>
<td>Christina</td>
<td>3</td>
<td>40/60</td>
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<tr>
<td></td>
<td></td>
<td>202 Milbank Hall</td>
<td>Kallas</td>
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</table>

FILM BC3204 Discussion Section. 0 points.
Enrollment in one of the following sections is required when registering for FILM BC 3201: Introduction to Film and Film Theory.

FILM BC3225 Independent Cinema. 3 points.
Prerequisites: FILM BC 3201 or equivalent.
In 1989, the Hollywood studio system was languishing in a creative drought, until Steven Soderbergh's sex, lies, and videotape blew up the dam. Suddenly, audiences were eager for new, exciting visions free from establishment oversight. The next ten years saw the emergence of directors like Quentin Tarantino, Spike Lee, Kevin Smith, Richard Linklater, Jim Jarmusch, Lisa Cholodenko and many others. This course, arranged chronologically, will look at different filmmakers each week, while exploring the circumstances that allowed this movement to exist; what caused it to thrive, and what lingering effects did it have on today's cinema.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>FILM 3225</td>
<td>001/09441</td>
<td>T Th 11:40am - 12:55pm</td>
<td>Christina</td>
<td>3</td>
<td>21/22</td>
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<td></td>
<td></td>
<td>202 Milbank Hall</td>
<td>Kallas</td>
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</table>

FILM BC3245 American Television Drama. 3 points.
Discussion Section Required
Why and how does some of the best writing come out of TV, as currently universally acknowledged? The course will take a close look at American TV drama, from the "Golden Age" of the 1950s to the dramatic complexity found in recent Cable series. We will begin with prestigious writers Rod Serling and Paddy Chayefsky, study groundbreaking mini-series like "Roots" and "Holocaust," and explore how shows such as "Hill Street Blues" and "Twin Peaks" laid the groundwork for Cable series including "The Sopranos," "The Wire," "Mad Men" and "Breaking Bad.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>FILM 3245</td>
<td>001/07110</td>
<td>T Th 12:10pm - 2:00pm</td>
<td>Christina</td>
<td>3</td>
<td>62/65</td>
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<td></td>
<td></td>
<td>202 Milbank Hall</td>
<td>Kallas</td>
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</tbody>
</table>

FILM BC3260 Writing for Television. 3 points.
Corequisites: Please note that since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.
This course will focus on the primary pillar of television production: the teleplay. Through a number of creative exercises, students will learn the intricacies of the unique screenwriting formats that are the half-hour and hour-long teleplays. Together we will cover the differences between an episode arc and a seasonal one, the requirements of A/B/C story plotting, and how to write an effective show bible. We will survey the existing pantheon of great television writing in order to help students narrow in on their individual sensibilities. By the end of the course, students will have a written original pilot.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>FILM 3260</td>
<td>001/01666</td>
<td>Th 2:10pm - 5:00pm</td>
<td>Rubenstein</td>
<td>3</td>
<td>15/14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>502 Diana Center</td>
<td>Philippe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FILM BC3275 Non-Fiction Digital Video Production. 3 points.
Prerequisites: Enrollment limited to 12 students. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. Attend first class for instructor permission. Lab section required.
This workshop course is designed to familiarize students with digital video technologies while they investigate various aesthetic and theoretical concepts related to nonfiction cinema and its engagement with the real. Through weekly readings, discussions, screenings, critiques, and practical exercises, students will develop a solid understanding of how to use digital video as an expressive tool. The course will culminate in the completion of a five-minute video work by each student. Students should be both self-directed and interested in developing a support system for each other's work.

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
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<td>001/06598</td>
<td>M 11:00am - 1:50pm</td>
<td>Margaret</td>
<td>3</td>
<td>14/14</td>
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<tr>
<td></td>
<td></td>
<td>222 Milbank Hall</td>
<td>McLagan</td>
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FILM BC3301 Advanced Production. 3 points.
Prerequisites: FILM BC 3201 or equivalent. Sophomore standing.
Enrollment limited to 12 students. Attend first class for instructor permission.
Advanced Film Production will teach students how to create a short narrative film; emphasizing the steps taken in pre-production, production and post-production. Through hands-on workshops and theory, students will learn narrative editing, shot progression, camera lenses, lighting and audio equipment. Students will work in teams of four, learning the roles and responsibilities of the different crew members.

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FILM BC3201 Writing for Television. 3 points.
Corequisites: Please note that since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.
This course will focus on the primary pillar of television production: the teleplay. Through a number of creative exercises, students will learn the intricacies of the unique screenwriting formats that are the half-hour and hour-long teleplays. Together we will cover the differences between an episode arc and a seasonal one, the requirements of A/B/C story plotting, and how to write an effective show bible. We will survey the existing pantheon of great television writing in order to help students narrow in on their individual sensibilities. By the end of the course, students will have a written original pilot.

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FILM BC3275 Non-Fiction Digital Video Production. 3 points.
Prerequisites: Enrollment limited to 12 students. Registering for the course only through myBarnard or SSOL will NOT ensure your enrollment. Attend first class for instructor permission. Lab section required.
This workshop course is designed to familiarize students with digital video technologies while they investigate various aesthetic and theoretical concepts related to nonfiction cinema and its engagement with the real. Through weekly readings, discussions, screenings, critiques, and practical exercises, students will develop a solid understanding of how to use digital video as an expressive tool. The course will culminate in the completion of a five-minute video work by each student. Students should be both self-directed and interested in developing a support system for each other's work.

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FILM BC3301 Advanced Production. 3 points.
Prerequisites: FILM BC 3201 or equivalent. Sophomore standing.
Enrollment limited to 12 students. Attend first class for instructor permission.
Advanced Film Production will teach students how to create a short narrative film; emphasizing the steps taken in pre-production, production and post-production. Through hands-on workshops and theory, students will learn narrative editing, shot progression, camera lenses, lighting and audio equipment. Students will work in teams of four, learning the roles and responsibilities of the different crew members.

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Cross-Listed Courses

Anthropology (Barnard)

ANTH V3824 Fantasy, Film, and Fiction in Archaeology. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

ANTH W4625 Anthropology and Film. 3 points.
Not offered during 2017-18 academic year.

Classics (Barnard)

CLLT V3230 Classics and Film. 3 points.

Considers cinematic representations of the ancient Mediterranean world, from early silent film to movies from the present day. Explores films that purport to represent historical events (such as Gladiator) and cinematic versions of ancient texts (Pasolini’s Medea). Readings include ancient literature and modern criticism.

Comparative Literature (Barnard)

East Asian Languages and Cultures

EAAS W4106 Global Genres and East Asian Cinema. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.

This course explores East Asian Cinema from the perspective of film genre. In particular, the course examines East Asian genre films as active interaction with the circulation of global film genres as well as mass mediated engagement with specific economic, social, and political histories of East Asia. We will study contemporary theories of film genre, examine how the case of East Asian genre films complicate existing theories, while paying due attention to the parallel transnational traffics—between East Asian Cinema and global film genre, and across East Asian Cinema in their history of cultural and economic flow as well as political confrontation. We will integrate our investigations of genre-specific questions (industry, style, reception, spectatorship, affect) with those of gender, ethnicity, power as well as nation and transnational/transregional identity.

English (Barnard)

ENGL W4670 American Film Genres. 3 points.
Not offered during 2017-18 academic year.

(Lecture). Some critics contend that all Hollywood film is either melodrama or morality play, no matter what its claims to the contrary; others see it as purely wish-fulfillment fantasy. This course will examine a range of genres in Hollywood film, while also scrutinizing and questioning the formation and usefulness of genre distinctions. Our orientation will be formal as well as social and historical, as we examine codes and conventions of generic illusion and verisimilitude; the look and sound of different genres; genre and acting style; the rise and fall of specific genres (the Western, the slasher film, etc.); increasing self-reflexiveness in especially such genres as noir, the musical, romantic comedy; genre-bending and postmodernity; and genre as projection and organization of public sentiment. We will also explore why certain genres are linked to political parties, as are specific styles of heroism. Genres will include: the combat movie, romantic comedy, horror, action, animation, musicals and “independent” films.

French (Barnard)

FREN BC3062 Women in French Cinema since the 60s. 3 points.
Not offered during 2017-18 academic year.

This course traces the evolving nature of the relationship between women and society in French cinema from the New Wave of the 60's to the present. Attitudes of women and towards women will be examined in the light of the changing social, political, and intellectual context.

FREN BC3064 France on Film. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Reading ability in French required for all students. French majors must write their papers in French. Films on and of the period from the 1930s to the present, focusing on the interplay between history, ideology, and culture.

FREN BC3065 Surrealism. 3 points.

Prerequisites: Prerequisites: Satisfaction of French language requirement or permission of the instructor. Reading ability in French required for all students. French majors must write their papers in French.
An examination of the relationship between traditional & avant-garde literature and visual culture; the use of word-play & language games as tools of artistic expression; the thematization of the unconscious and dreams; the vexed relationship between aesthetics & politics; the poetics and politics of sexuality & gender. Authors and artists will include Andre Breton, Louis Aragon, Man Ray, Dorothea Tanning, and Salvador Dali.

FREN BC3073 Africa in Cinema. 3 points.
Not offered during 2017-18 academic year.


French and Romance Philology

CLFR UN3830 French Film. 3 points.
A study of landmarks of French cinema from its origins to the 1970s. We will pay particular attention to the relation between cinema and social and political events in France. We will study films by Jean Vigo, Jean Renoir, Rene Clair, Alain Resnais, Francois Truffaut and Jean-Luc Godard. In English.

Italian (Barnard)

ITAL UG3642 Road Trips: Travel in Italian Cinema. 3 points.
Corequisites: Cap at 25.
Explores the representation of national identity in Italian cinema from the Fascist era to the present. Examines how both geography and history are used to construct an image of Italy and the Italians. Special focus on the cinematic representation of travel and journeys between
North and South. Films by major neo-realist directors (Rossellini, De Sica, Visconti) as well as by leading contemporaries (Moretti, Amelio).

Religion (Barnard)

RELI V3610 Religion in American Film. 3 points.

Exploration of relationships between religion and popular film with particular attention to the way religious narratives and symbols in film uphold and critique norms of race, class and gender in the formation of American societal institutions (political structures, economy, family and community organization).

Spanish and Latin American Cultures (Barnard)

SPAN BC3151 Spanish Film: Cinematic Representation of Spain. 3 points.

Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).

Examination of Spanish film in both theoretical and historical terms. Considers political and ideological changes through the 20th century and their repercussions in cinematic representation. Topics include: surrealism and Bunuel's legacy; representations of Franco and the civil war; censorship and self-censorship; gender, sexualities, and national identities; film, literature relations.

Latin American and Iberian Cultures

SPAN W3520 Dirty Realism in Latin America. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: SPAN W3349 or SPAN W3350 or the instructor's permission.

The course will examine recent texts and films from Latin America and the United States to analyze the many configurations of the genre of dirty realism. The class gives a culturally and historically specific context for what has been a major trend in the film and book market of the last fifteen years.

First-Year Writing

417 Barnard Hall
212-854-2116

Mission

First-Year Writing is designed to cultivate powerful expository writing. Reading and writing assignments focus on major works of literature from one of three traditions: Legacy of the Mediterranean; Women and Culture; or The Americas. In addition to teaching critical reading and the process of writing, the First-Year Writing program is responsible for training students to conduct interdisciplinary research and document sources, thereby fostering proficiency in courses across the curriculum.

Student Learning Outcomes

Students who successfully complete this one-semester course should be able to:

- analyze the thematic structure of literary works through close reading
- translate critical reading into elegant and persuasive expository writing
- conduct interdisciplinary research to ground literary works in historical contexts
- document sources and incorporate scholarship into original analytical arguments
- avoid plagiarism and other academic violations of Barnard’s Honor Code
- develop a sense of literary history
- gain confidence in speaking as well as writing skills in a small seminar setting
- appreciate the value of incisive writing in courses across the curriculum

Director: Wendy Schor-Haim, Lecturer in English
Associate Director: Cecelia Lie-Spahn (Term Associate, English; Director, First-Year Writing (Workshop))

Every Barnard first-year student is required to take First-Year Writing (formerly known as First-Year English) during her first or second semester at Barnard. Students choose to study one of three rubrics: I. Legacy of the Mediterranean features a curriculum of classic texts representing key intellectual moments that have shaped Western culture; II. Women and Culture features a more global curriculum exploring the role of women in literature and culture; and III. The Americas features a curriculum of texts that exemplifies the dynamic relationship between North, South, and Central American literatures. All three literary traditions are historicized in interdisciplinary contexts to foster better writing across the curriculum.

Transfer students who did not pass a satisfactory course at their previous institution are not required to take First-Year Writing, but must take ENGL BC3103 The Art of the Essay or ENGL BC3104 The Art of the Essay or a 3-point literature course (not a creative writing course) from the Barnard English department offerings.

Cross-Listed Courses

English (Barnard)

ENGL BC1204 First-Year Writing (Workshop): Critical Conversations. 4 points.
(Formerly called "First-Year English: Reinventing Literary History (Workshop).") Close examination of texts and regular writing assignments in composition, designed to help students read critically and write effectively. Sections will focus on Legacy of the Mediterranean or Women and Culture and meet three times a week.

For more information on the curriculum, please visit the course website: http://firstyear.barnard.edu/rfh
Fall 2017: ENGL BC1210

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Spring 2018: ENGL BC1210

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ENGL BC1211 First-Year Writing: Critical Conversations: Women and Culture. 3 points.

"Re-vision—the act of looking back, of seeing with fresh eyes, of entering an old text from a new critical direction—is for women more than a chapter in cultural history: it is an act of survival." Adrienne Rich, "When We Dead Awaken: Writing as Re-Vision."

This course offers a revisionist response to the constraints of "the canon," wherein women are often portrayed as peripheral characters, their power confined to the islands of classical witches and the attics of Romantic madwomen. The Women and Culture curriculum challenges traditional dichotomies that cast gender as an essential attribute rather than a cultural construction, and interrogates the categories of both "woman" and "culture" themselves. No two syllabi are exactly the same, but works studied in the fall term readings include Hymn to Demeter; Ovid, Metamorphoses; Sei Shonagon, The Pillow Book; Marie de France, Lais; Kebran Negast; Shakespeare, sonnets; Beauty and the Beast; West African Bride Myth; and Sor Juana Inés de la Cruz, selected poetry. Spring term readings include Milton, Paradise Lost; Mary Wollstonecraft, A Vindication of the Rights of Woman; Luisa Valenzuela, selected stories; Eliza Haywood, Fantomine; Lady Hyeyong, The Memoirs of Lady Hyeyong; Emily Brontë, Wuthering Heights; Emily Dickinson, selected poetry; Virginia Woolf, Mrs. Dalloway or A Room of One's Own; Alice Walker, In Search of Our Mother's Gardens; and Vayette Christianesé, Castaway. Critical scholarship sources include Sara Ahmed, Gloria Anzaldúa, Judith Butler, Laura Mulvey, and Michel Foucault.

ENGL BC1211 First-Year Writing: Critical Conversations: The Western Tradition--Legacies. 3 points.

"Custom and authority are no sure evidence of truth." Isaac Watts, Logic; or, The Right Use of Reason in the Enquiry After Truth (1802)

Where do our (often unconscious) assumptions about our world and our place in it come from? This course explores key intellectual moments in the literature of the Mediterranean world, whose ideas gave rise to the structures governing much of the Western world today -- structures that sustain and perpetuate ideas about power, authority, gender, and morality that influence our lives in ways both visible and invisible. We read these texts, primarily imaginative literature, to see how they reify, comment upon, resist and/or imagine alternatives to existing social and ideological structures; reading in this way allows us to consciously name and examine how ideology both shifts over time and, in vital ways, remains constant, inviting us to question the myth of progress at the heart of canonicity. No two syllabi are exactly the same, but works studied in the fall term include Homer, The Odyssey; The Homeric Hymn to Demeter; Euripides, The Bacchae; Virgil, Aeneid; Dante, Inferno; Chaucer, The Canterbury Tales; Margery Kempe, The Book of Margery Kempe; and Shakespeare. Works studied in the spring term include Milton, Paradise Lost; Voltaire, Candide ; William Wordsworth (selected poetry); Mary Shelley, Frankenstein; Darwin, Marx, and Freud (selected essays); Joseph Conrad, Heart of Darkness; T. S. Eliot, The Waste Land; Virginia Woolf, To the Lighthouse; Zora Neale Hurston, Of Mules and Men and Their Eyes Were Watching God; Toni Morrison, Beloved; and Nella Larsen, Passing. Critical scholarship from a variety of traditions (feminist, queer, post-colonial) and thinkers (bell hooks, Christine Froula, Edward Said, Karen Horney, Toni Morrison) allows us to interrogate these texts and the traditions they support, complicate, challenge, etc.
ENGL BC1212 First-Year Writing: Critical Conversations: The Americas.

This course transcends traditional and arbitrary distinctions separating Caribbean, North, South, and Central American literatures. The Americas emerge not as colonial subjects but as active historical and aesthetic agents. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to classic novels, short stories, and poetry, this multicultural curriculum features works ranging in scope from creation accounts to autobiographies, as well as indigenous genres including captivity and slave narratives that range across genres, disciplines, and historical periods.

Student Learning Outcomes

1. Students in First-Year Seminars will develop their skills in critical reading and analysis, writing, and effective speaking. First-Year Seminars are intellectually challenging interdisciplinary courses which explore important issues through significant texts ranging across genres and historical periods. Seminars also serve to initiate students into the intellectual community of the college.

First-Year Seminars fall into two categories: Special Topics and Reacting to the Past.

Special Topics seminars reflect the variety of faculty interests and expertise, and thus vary in topic from year to year. They offer students and faculty opportunities to explore topics of interest across disciplinary lines, genres, and historical periods. Use the "Courses" tab above to view the full Special Topics offerings; current semester offerings are indicated with schedule details.

In Reacting to the Past seminars, students participate in role-playing games that enable them to relive important intellectual debates in three separate historical moments. In The Threshold of Democracy: Athens in 403 B.C., students draw on Plato's Republic as well as excerpts from Thucydides, Xenophon, and other contemporary sources to debate the prospects for Athenian democracy in the wake of the Peloponnesian War. In Confucianism and the Succession Crisis of the Wanli Emperor, students study The Analects of Confucius and apply Confucian thought to issues of governance during the Ming dynasty. The final semester's final game varies by section. Some sections explore seventeenth-century Massachusetts, drawing on the Bible, Calvin's Institutes, and colonial trial testimony to participate in The Trial of Anne Hutchinson. Other sections draw on texts by Marx, Freud, and Wolstonecraft to explore the contest between women's suffrage advocates and labor activists for the hearts and minds of "Bohemian Greenwich Village in the spring of 1913.

This program is supervised by the First-Year Seminar Committee:

Directors: Pamela Cobrin (Senior Lecturer in English), Laurie Postlewate (Senior Lecturer in French)

First-Year Class Dean: Rebecca Grabiner

Director of First-Year Writing: Wendy Schor-Haim

Program Directors: Robert McCaughey (History), Kristina Milnor (Classics), Stephanie Pfirman (Environmental Science)

Associate Professors: Ronald Briggs (Spanish)

Assistant Professor of Professional Practice: Alice Reagan (Theatre)

Institutional in the First-Year Seminar Program is provided by the following regular members of the Barnard College faculty:

Professors: Elizabeth Bernstein (Sociology), André Burgstaller (Economics), Mark Carnes (History), Robert McCaughey (History),
Kristina Milnor (Classics), Stephanie Pfirman (Environmental Science), Herb Sloan (History), Jonathan Rieder (Sociology), Herb Sloan (Professor Emeritus), Patricia Stokes (Psychology), Caroline Weber (French), Jennifer Worth (Reacting to the Past)

**Associate Professors:** Severin Fowles (Anthropology), Elizabeth Hutchinson (Art History), Brian Mailoux (Environmental Science), Lisa Son (Psychology), Claire Ullman (Political Science),

**Assistant Professors:** Orlando Bentancor (Spanish), Michael Campbell (Chemistry), Ralph Ghoche (Architecture), Sandra Goldmark (Theatre), Bradley Gorski (Slavic), Ayten Gundogdu (Political Science), Daniel Kato (Political Science), Gale Kenny (Religion), Ellen Morris (Classics), Elliot Paul (Philosophy), Sonia Pereira (Economics), Alice Reagan (Theatre), Aaron Schneider (English), Michelle Smith (Political Science), Claire Ullman (Political Science), Manu Vimalassery (American Studies)

**Lecturers and Other Faculty:** Maureen Chua (English), Monica Cohen (English), Pamela Combrin (English), Dennis Dalton, Margaret Ellsberg (English), Katie Glaeser (Dance), Andrew Lynn (English), Linn Cary Mehta (English), Barbara Morris (English), John Pagano (English), Stefan Pedatella (English), Laurie Postlewate (French), Jennifer Rosenthal (English), Wendy Schor-Haim (English), Timea Szell (English), Margaret Vandenburg (English)

### Courses of Instruction

Every Barnard first-year student is required to take a First-Year Seminar during her first or second semester at Barnard. Transfer students are not required to take First-Year Seminars.

### Special Topics

**FYSB BC1105 Language and Power. 3 points.**

This course will address the relationship between language and power from a philosophical perspective. We will investigate questions such as: How does language influence the way we think of gender, race, society, and politics? What are the limits, if any, on free speech? In what ways, if any, can language be used to harm people? Some topics we will discuss include hate speech, trigger warnings, slurs, dog whistles, propaganda, and silencing. Readings will include philosophical papers and recent op-eds.

**FYSB BC1107 Race, Science, and Reproductive Justice. 3 points.**

This course is about reproduction – a biological and social process that is often the target of deep-seated ideas about nation, culture, conflict, and definitions of the "human." Looking at the relationships between reproduction, science, health, and identity formation, we will explore a variety of literary works, films, journalism, public health studies, and policy/legal texts, all of which differently narrate, debate, script, and theorize about reproduction. Questions we will explore include: what is reproduction – scientifically, culturally, politically, and rhetorically? How do different historical and geopolitical contexts shape our understandings and management of reproduction, from ancient Egyptians who used pebbles as IUDs, to in-vitro fertilization and so-called "DIY" abortions, to population and development projects all over the world? How do long histories of reproductive violence shape modern definitions of reproductive health and justice, and what is the role of recent medical/technological/pharmaceutical developments in (re)configuring radically disparate reproductive experiences? Our conversations will both reveal and challenge the way we understand the reproductive body, the bodies it creates, and the contradictory meanings associated with these processes.

**FYSB BC1113 Feminist Futures. 3 points.**

This course develops intersectional approaches to the study of power by surveying forms of speculation in fiction, cinema, music, theater, visual culture, and political discourse. Topics include: feminist utopias and dystopias; afrofuturism and technological approaches to gender; and discourses of population control, reproduction, and predictive policing.

**FYSB BC1114 Hot Stuff. 3 points.**

Long before humans walked the earth; before dinosaurs were wiped out; before any sign of sentient life on earth; volcanoes were a feature of our planet. With the power to help create life, as well as wreak devastation and destruction, volcanoes inspire awe and terror in equal measure. This seminar will explore the science behind volcanoes, their impact on the environment and societies, as well as our enduring fascination with them through the lenses of history, arts, mythology and religion. Where and why do volcanoes erupt? How do they affect nature, climate and society? How has our understanding of these amazing natural phenomena evolved over time? Why do people stay in close proximity to volcanoes, despite the dangers? Can we predict when the next catastrophic eruption will occur? Can we harness the power of volcanic activity as an alternative energy source? These are some of the many questions that students will seek to answer and will serve as a starting point for our deeper investigation into the subject throughout the semester. Students will study historical texts, case studies, current data and methods of analysis, as well as depictions of volcanoes in art and film. Group discussion, independent study and present their findings to the class.

**FYSB BC1138 Free Speech in the Age of Neoliberalism. 3 points.**

Despite the fact that free speech is seen a fundamental right and venerated by individuals across the political spectrum, it nonetheless is continually at the heart of social and political debate in the United States. In what ways, if any, can language be used to harm people? Some topics we will discuss include hate speech, trigger warnings, slurs, dog whistles, propaganda, and silencing. Readings will include philosophical papers and recent op-eds.
States. What speech and which speakers are protected and what limits and burdens can be placed on speech are topics of perennial debate. In the United States our concept of free speech rights stems from the language of the First Amendment which has not changed since it was drafted in 1789. Nevertheless, our understanding of the value and meaning of free speech has changed and continues to change depending on social, political, and economic contexts. This course will explore free speech rights and principles within the social contexts that have shaped them in three ways. First, we will explore the development of free speech doctrines and philosophies in U.S. law. Second, it will explore the challenges to and limits on free speech. Third, we will explore how the contemporary social and political era is shaping ideas about free speech and its protection.

Spring 2018: FYSB BC1138

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FYSB BC1168 Legacy of the Mediterranean I. 3 points.

This course investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world’s greatest masterpieces. Close readings of works reveal how psychological and ideological paradigms, including the self and civilization, shift over time, while the historical trajectory of the course invites inquiry into the myth of progress at the heart on canonicity. Texts include Euripides, The Bacchae; the Homeric Hymn to Demeter; Homer, Odyssey; Vergil, Aeneid; Dante, Inferno; Chaucer, The Canterbury Tales; Margery Kempe, The Book of Margery Kempe; Shakespeare [selection depends on NYC theatre offerings]; Madame de Lafayette, La Princesse de Cleves.

Fall 2017: FYSB BC1168

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FYSB BC1170 Legacy of the Mediterranean II. 3 points.

This course investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world’s greatest masterpieces. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City. Works include Milton, Paradise Lost; Voltaire, Candide; Puccini, La Bohème [excursion to the Metropolitan Opera]; William Wordsworth (selected poetry); Mary Shelley, Frankenstein; Darwin, Marx, and Freud (selected essays); Joseph Conrad; Heart of Darkness; T. S. Eliot, The Waste Land; Virginia Woolf, To the Lighthouse; Tom Stoppard, Rosencrantz & Guildenstern Are Dead.

Spring 2018: FYSB BC1170

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FYSB BC1189 Enchanted Imagination. 3 points.

A survey of fantasy works that examines the transformative role of the Imagination in aesthetic and creative experience, challenges accepted boundaries between the imagined and the real, and celebrates Otherness and Magicality in a disenchanted world. Readings will be selected from fairy tales, Shakespeare’s A Midsummer Night’s Dream and The Tempest; Romantic poetry by Blake, Coleridge, Keats, and Dickinson; Romantic art by Friedrich, Waterhouse, and Dore; Mary Shelley’s Frankenstein, Lewis Carroll’s Alice books, Tennison’s Idylls of the King, Tolkien’s Lord of the Rings; Magical Realist works by Borges, Garcia Marquez, and Allende; Sondheim & Lapine’s Into the Woods, Rushdie’s Haroun and the Sea of Stories.

Fall 2017: FYSB BC1189

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FYSB BC1196 Modernism in the City. 3 points.

In this course, we explore Modernism in literature, art, architecture, music and dance. How do these different disciplines express the explosive and jarring experiences of twentieth-century life? Primary sources will include the cubist paintings of Pablo Picasso, the poetry of T. S. Eliot, Gertrude Stein, and Langston Hughes, Bebop and Boogie Woogie jazz, Igor Stravinsky’s classical music “The Rite of Spring,” International Style architecture, and Alvin Ailey’s dance. Our classwork will be enriched by excursions throughout New York City.

Fall 2017: FYSB BC1196

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FYSB BC1198 People, Power, and Protest. 3 points.

This class investigates the interplay of collective identity, theories of change, and direct action in social movements. Through the study of primary sources such as letters, poetry, social theater, posters, pamphlets, and oral histories we will examine how personal narratives express identity, the radical imagination, and political strategy. In addition to these works, we will consider scholarship by movement strategists and social scientists to understand how concepts of power shape differences in strategies, tactics, and organizational forms. We will draw our examples from significant U.S. historical movements such as labor and civil rights, as well as from the more recent Occupy, Dreamers, and the Movement for Black Lives.

Spring 2018: FYSB BC1198

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FYSB BC1199 Losing Yourself: Absorption in Visual Media. 3 points.

How do we pay attention now: too well, or not well enough? This course aims to clarify the ongoing debate about both the value and the meaning of absorption in visual media. We will begin by comparing contemporary polemics on the decline of attention with writings by a generation of cultural critics writing in Germany in the 1920s and 30s, for whom distraction was both a symptom of and a response to an increasingly commodified culture. Next, we’ll draw on recent theorists to help us consider how three representative works (a painting, a sequence in a video game, and a chapter from a novel) shape the way we attend to them. When we imagine the way we pay attention now, we tend to think of ourselves as not reading, and of the book as a medium in decline. In the second half of the class, we’ll therefore turn our attention to the late eighteenth century, when it was widespread reading that seemed strange and new. Together, we’ll focus on two mixed forms from the period – the epistolary novel
and the ballad collection – that helped make reading itself at once troublingly distracting and dangerously absorbing.

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**FYSB BC1200 Banned: Dangerous Art. 3 points.**

In this course we will engage with various forms of artistic production (literary, cinematic, pictorial, musical) that have been banned or censored by religious authority, governmental institutions, or by public opinion. While discussing these primary texts we will investigate who gets to censor art, to what ends, and according to which criteria. Who is protected from tasteless, subversive, or obscene art? How do these categories change with time, and from culture to culture?

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**FYSB BC1216 Revolution: Locke toLuxemburg. 3 points.**

Close reading of revolutionary and counterrevolutionary texts from the 18th through the 20th century. Examination of revolutions as debates among competing points of view, with emphasis on the ways in which the language of revolution is challenged and transformed in the course of these debates. Readings include: selections from Thucydides, The Peloponnesian War; selections from, Paine, Common Sense and Rights of Man; Burke, Reflections on the Revolution in France; Wollstonecraft, Vindication of the Rights of Women; Conrad, The Secret Agent; Lenin, What Is to Be Done?; Luxemburg, "Leninism or Marxism?"; Kollontai, "Women and the Revolution." Films include "Battleship Potemkin" (S. Eisenstein) and "Rosa Luxumburg" (M. von Trotta).

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**FYSB BC1228 Ethnicity and Social Transformation. 3 points.**

Novels, memoirs, films and fieldwork based on the American experience of immigration during the twentieth century. Readings will include works by Bernard Malamud, Philip Roth, Christina Garcia, Julia Alvarez, Fae Ng, Gish Jen, Langston Hughes, Toni Morrison, and Malcolm X.

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**FYSB BC1269 The Americas I. 3 points.**

Transcends the traditional and arbitrary distinction that separates North and South American literatures. The Americas emerge not as a passive colonial object but as an active historical and aesthetic agent. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to classic American novels, short stories, and poetry, the multicultural curriculum features genres ranging from creation myths and slave narratives to Gothicism and magic realism. Texts include: Popul Vuh; Shakespeare, The Tempest; Sor Juana Inés de la Cruz, Anne Bradstreet, and Phillis Wheatley, selected poetry; Madre María de San Josi, Vida; Charles Brockden Brown, Edgar Huntly; Toussaint L'Ouverture, selected letters; Leonora Sansay, Secret History; Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano; William Apess, A Sonof the Forest; Esteban Echeverría, "The Slaughterhouse"; Herman Melville, "Benito Cereno.

**FYSB BC1270 Americas II. 3 points.**

This course transcends traditional distinctions separating Caribbean, North, South, and Central American literatures. Emanating from what might be called the geographical site of modernity, the Americas generate literary works of unprecedented innovation and diversity, including: José Martí, "Our America"; Machado de Assis, Dom Casmurro; Jean Toomer, Langston Hughes, Wallace Stevens, Elizabeth Bishop, selected poetry; William Faulkner, "The Bear"; T. S. Eliot, The Waste Land; Pablo Neruda, The Heights of Macchu Picchu; Gabriel García Márquez, One Hundred Years of Solitude; Don DeLillo, White Noise; Jhumpa Lahiri, selected stories.

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**FYSB BC1278 Economic Life and Human Character. 3 points.**

Governing authority can be defined as the relationship between ruler and ruled in which the framing of issues, the myths and narrative history of the state, and the reasoned elaboration of the government's decision are accepted by the citizens of subjects of the state. The crisis of authority occurs when this relationship is disrupted. In this seminar we will examine such crises in Ancient Greece, Renaissance Western Europe, Twentieth Century United State, and post-communist Eastern Europe, through the writings of such authors as Plate, Machiavelli, Milton, Mill, de Tocqueville, King, and Michnik.

**FYSB BC1286 Culture, Ethics and Economics. 3 points.**

What if humans were only capable of caring for their own interests? What kind of economic world could we expect to find? One in which the common good would be attained by market forces, or one in which many would be left behind? This course uses a diversity of sources to examine the interplay of culture, ethics and economics. The starting point is Adam Smith's work. Economists and policy makers have focused on one side of Adam Smith's work represented by self-regarding behavior and the supremacy of the invisible hand in market functioning. However, Adam Smith also pointed out that one of humans' central emotions is "sympathy", a natural tendency to care about the well-being of others. In light of the recent events as well as research this other side of Adam Smith's work appears now more relevant. We analyze evidence of cooperative versus self-regarding behaviors and its relationship with the economy, human evolution and cultural values in a variety of settings. Readings include works from Adam Smith, Milton Freedman, Charles Dickens, David Rockefeller and Chris Gardner.

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disobedience of law unjustifiable at all times? How about violence used by to draw attention to questions of injustice? This first year seminar aims to inquire into these challenging questions by studying the theoretical debates on the relationship between violence, politics, and justice (e.g. Sorel, Fanon, Arendt, Zizek), analyzing different conceptions of civil disobedience (e.g. Plato, Thoreau, Marcuse, Rawls, Habermas), looking at examples of political struggles (e.g. civil rights movement, student protests of late 60s, labor movement, anti-colonial struggle, anti-globalization protests, suffragettes), and grappling with the question of how representations of violence affect our judgment about its legitimacy (e.g. Conrad’s Secret Agent).

FYSB BC1291 Utopias. 3 points.
In his 1516 work *Utopia*, Englishman Thomas More created a name for a perfect society from Greek roots meaning either no-place or the good place (eutopia). More’s vision of an ideal alternative world reflected his worries about social problems in England as well as the possibilities he imagined in America, which offered a real new world for most Europeans in the early 1500s. More was neither the first nor last person to imagine an alternate world, and this class will examine the ways writers, politicians, social critics, and revolutionaries have constructed utopias (or good societies) as well as dystopias (bad societies) in fiction and in real life. We will ask how utopian fiction has developed as a distinctive genre, and we will also ask how utopian thought is a product of its particular time. What motivates writers and thinkers to come up with alternative models of society? What has made utopian fiction and science fiction so interesting to so many different kinds of writers? Additionally, what is the relationship between people who have written fictional visions of the future and those people who have tried to create real utopian societies? Can one person’s eutopia become another’s dystopia? Readings in the class will range from Plato’s *Republic* through modern science fiction and studies of suburbia. Texts include More’s *Utopia*, Columbus’s journals, Shakespeare’s *The Tempest*, the *Communist Manifesto*, Gilman’s *Herland*, and Hopkins’s *Of One Blood*. We will also examine attempts to create utopias, including several American experimental communes from the early 1800s, nationalist racial dystopias such as Nazi Germany, and master-planned communities in the modern United States.

FYSB BC1294 Art, Sex and American Culture. 3 points.
Sex is the ultimate forbidden public topic and yet from the New England Puritans’ sermons to Bill Clinton’s (in)famous affair, sex has often been publicly staged in dramatic, literary, religious, political, legal and social forums. In this seminar, we will explore how issues of sex and sexuality have insinuated themselves into the formation of American identity. We will examine texts from the seventeenth century to the present with a particular emphasis on the arts, politics and sex. Texts include Puritan sermons, Nathaniel Hawthorne’s *The Scarlet Letter*, Tennessee Williams’s *Cat on a Hot Tin Roof*, Suzan-Lori Parks’s *Venus*, photographs by Robert Mapplethorpe, literature from Margaret Sanger’s birth control movement, and theoretical works by Michel Foucault, Laura Mulvey and Judith Butler.

FYSB BC1295 Imagining Equality Between the Sexes. 3 points.
What constitutes equality between the sexes? By studying visions of equality between the sexes offered in law, politics, international development, religion, literature, psychology, anthropology, and the writings of activists, we will explore what such equality must or might look like. Focusing on western authors, we will consider issues such as rights, equality and difference, reproductive roles, violence, and language. Texts will include Elizabeth Cady Stanton, *A Woman’s Bible*; the U.N.’s “Convention on the Elimination of Discrimination Against Women”; Marge Piercy, *Woman on the Edge of Time*; Catherine MacKinnon, *Only Words*; and Rebecca Walker, “Becoming the Third Wave.”

FYSB BC1296 The Hudson: America’s River. 3 points.
Called “America’s River,” the Hudson not only runs right behind our campus, but right through American history. Throughout American history the Hudson River has been a complex social and cultural entity, simultaneously a commercial conduit, a historic place at the center of the American Revolution, an industrial resource, and a privileged site for aesthetic experiences and the as birthplace of modern environmentalism. In this course you will explore the Hudson in relationship to the varied historical communities which have made meaning with it, identifying its contributions to discourses of nation and nature, but also race, gender, art and science. Readings will include literary works by Washington Irving and James Fenimore Cooper as well as essays and poems on subjects from fairies to trees to architecture to railroad travel. Close analysis of works of architecture, landscape design, and the iconic paintings of the Hudson River School will be accompanied by an exploration of the various methods for “reading” these objects and paintings. Visits to Museum collections and to sites along the river will be an important part of the curriculum.

FYSB BC1298 The American Middle Class. 3 points.
The focus on the “middle class” in American politics is not new. Indeed, the size and (seeming) success of the American middle class has long been treated as a mark of American exceptionalism. Why is the “middle class” so important in American politics? What does its much-reported decline mean? What, for that matter, is the middle class—a subdivision of American income? Personal rank? Status? If the middle class is such an important site of economic, social and political aspiration, why is it also so often a site for scathing criticism and cutting satire about the challenges of modern (suburban) life? What do we think about when we think about the middle class?

FYSB BC1330 Women and Culture I. 3 points.
This course investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some the world’s greatest masterpieces. Close readings of works reveal how psychological and ideological paradigms, including the self and civilization, shift over time, while the historical trajectory of the course invites inquiry into the myth of progress at the heart of canonicity. Texts include: Aeschylus, Oresteia; Hymn to Demeter; Ovid, Metamorphoses; Sei Shonagon, *The Pillow Book*; Marie de France, *Lais*; Chaucer, *The Canterbury Tales*; Sor Juana Ines de la Cruz, selected poetry; Shakespeare, *As You Like It*; Apha Behn, *Oroonoko*; and Lady Hyegyong, *The Memoirs of Lady Hyegyong*
FYSB BC1333 Women and Culture II. 3 points.
This course examines constraints on canonicity, especially as they pertain to the portrayal of women in literature and culture. The curriculum explores a diverse range of intellectual and experiential possibilities for women, and it challenges traditional dichotomies—culture/nature, logos/pathos, mind/body—that cast gender as an essential attribute rather than a cultural construction. Readings include Milton, Paradise Lost; The Memoirs of Lady Hyegyong; Mary Wollstonecraft, A Vindication of the Rights of Woman; Emily Brontë, Wuthering Heights; Emily Dickinson, selected poetry; Sigmund Freud, selected essays; Virginia Woolf, Mrs. Dalloway; Gertrude Stein, Doctor Faustus Lights the Lights; Luisa Valenzuela, selected stories; Yvette Christiansé, Castaway.

FYSB BC1336 Witches. 3 points.
From ancient Greece to “Wicked,” the figure of the witch has fascinated and frightened, compelled and repulsed. In this seminar, we'll analyze written and visual texts from Homer to The Brothers Grimm and beyond to develop a deeper understanding of the witch and the anxieties about gender and power that she represents.

Fall 2017: FYSB BC1336
Course Number 001/02539
Times/Location T Th 10:10am - 11:25am
Instructor Wendy Schor-Haim
Points 3
Enrollment 16

Spring 2018: FYSB BC1336
Course Number 001/02863
Times/Location T Th 10:10am - 11:25am
Instructor Wendy Schor-Haim
Points 3
Enrollment 16/16

FYSB BC1459 Narcissism: Self, Science, and Morality. 3 points.
When do people have what Jane Austen called proper pride, and when are they suffering from the difficult personality problems, the self-love gone wrong, that psychologists refer to as narcissism? What is the difference between healthy self-esteem and the kind of egoism and selfishness that people generally dislike and disapprove of? Is genuine altruism part of human nature? The narcissist appeared in ancient Greek mythology and political philosophy, and has since been depicted in poems, fiction, dramas, and operas, and in philosophical, scientific, psychoanalytic, and social scientific research. Narcissists are familiar targets of everyday moralizing, stock figures of misbehavior in sitcoms, archetypal bad choices for friend or spouse. In the abstract, they are disapproved of, in practice they are often admired, rising to the top of corporate and political hierarchies and winning love from the most desirable people around them. How? Why? What creates such people? Texts will include Ovid, Echo and Narcissus; Plato, The Republic; Sigmund Freud, On Narcissism; Richard Dawkins, The Selfish Gene; Otto Kernberg, Factors in the Psychoanalytic Treatment of Narcissism; Christopher Lasch, The Culture of Narcissism; and George Eliot, Middlemarch.

FYSB BC1455 Literature and Justice. 3 points.
In this seminar, we will examine a series of texts from the Western literary tradition—along with a few seminal works of classic and contemporary cinema—to consider how and why they thematize characters' quests for justice. From the ties of kinship to the bonds of citizenship, from the articulation to the deconstruction of transcendent moral codes, from the traumatic demands of law to the many intricacies of “justice” as both an ubiquitous literary topos and philosophical and psychoanalytic sources, such as G.W.F. Hegel, and Martin Amis. Secondary readings will be drawn primarily from philosophical and psychoanalytic sources, such as G.W.F. Hegel, Heinz Kohut, and Jacques Lacan. Along with filmed adaptations of our primary literary works, we will view and discuss the movies Claude Lanzmann’s “Shoah” and Joel Schumacher’s “Falling Down.”

FYSB BC1457 The Beautiful Sea. 3 points.
Consideration of mostly American texts that—and writers who—share a central engagement with the sea, seafaring and coastal life. Particular attention to the sea as workplace and as escape. Texts include Homer, The Odyssey; the Book of Jonah; St. Brendan, Navigations; Bradford, Of Plymouth Plantation; Matther, “Surprising Sea Deliverances”; Franklin, “Maritime Observations”; Dana, Two Years Before the Mast; Melville, Moby-Dick, or The Whale; Thoreau, Cape Cod; Twain, Life on the Mississippi; Chopin, The Awakening; Jewett, The Country of the Pointed Firs; Slocum, Sailing Alone Around the World; Beston, The Outermost House; Carson, Under the Sea Wind; Rich, “Diving into the Wreck”; Casey, Spartina.
the phenomenon of lucid dreaming and to the immense influence this practice has had on the creative output of both writers and filmmakers.

FYSB BC1466 Sustainability. 3 points.
Sustainability is being hailed as the solution that is going to link activists, citizens, and corporations to solve the world's environmental problems. However, there are many ways to define the term and assess the longterm effects of so-called "sustainable" measures. In this course, we will examine current and historical writings about human interactions with the environment in order to understand and identify our most profound environmental challenges and the most appropriate responses. Responding critically to the ideas of the past, we will also ask how our views have changed over time and what it might take to tackle the current large scale environmental issues facing society. Projects for the course include a critical essay, a political opinion piece, and a survey of environmental attitudes which is informed by the data studied and collected in class.

FYSB BC1467 Activism and Social Change. 3 points.
Frederick Douglass famously stated, 'if there is no struggle, there is no progress.' This quote captures the essence of activism, which is the struggle between that which is and that which ought to be. This course will trace the many ways in which activism has been defined over time, situating them within different historical social movements. We will also explore contemporary debates about the re-conceptualization of activism in the age of social media and the internet. Readings include texts from such canonical authors as Plato, Mary Wollstonecraft and Martin Luther King, as well as more contemporary works by Clay Shirky, Malcolm Gladwell and Alissa Quart. Questions that this class will examine include: what are the different ways in which activism has been defined, practiced and justified? To what degree do new forms of activism expand on or refute more traditional forms of activism? How do social movements define, shape and challenge activists? What are some inherent problems within activist groups, and what are some of the challenges facing activists today?

FYSB BC1469 Liberation. 3 points.
Not offered during 2017-18 academic year.

Liberation can be defined as freedom from limits on thought or behavior. More specifically, it can be defined as setting someone (or oneself) free from imprisonment, slavery, or oppression. This seminar examines political, philosophical, aesthetic, and theological traditions and movements for liberation, with an emphasis on collective liberation.

FYSB BC1471 The Body Social. 3 points.
At once material and symbolic, our bodies exist at the intersection of multiple competing discourses (including biomedicine, law, and mass media, among others). In this discussion-based seminar, we will draw upon both sociological and interdisciplinary literatures to consider some of the ways in which the body is constituted by such discourses, and itself serves as the material basis for social and cultural life.

Among the key questions we will consider are the following: What is "natural" about the body? How are distinctions made between normal and pathological bodies, and between psychic and somatic experiences? How do historical and political-economic forces shape the perception and meaning of bodily existence? And finally: how do bodies that are multiply constituted by competing logics of gender, race, and class offer up resistance to these and other categorizations?

FYSB BC1473 Ethical Theories & Practice. 3 points.
This course has two purposes. First, it analyzes the subject of ethics mainly in the writings of major ethical theorists, and also through on line video programs, films, fiction and poetry. Second, we will apply these sources to an event called the Intercollegiate Ethics Bowl (IEB). This involves the consideration of assigned "cases" that pose contemporary moral issues of our society. These cases are prepared by the IEB, an organization that operates under the auspices of the Association for Practical and Professional Ethics. The cases for 2017 are on line and discussed throughout the term in the context of six selected ethical theories: Virtue Ethics (starting with Plato and Aristotle); Kantian Ethics; Utilitarianism, Rawlsian Ethics, Feminist Care Ethics and Nonviolent Ethics. The requirements are 3 written essays, selected from these 6 theories, as covered in the course. No final exam.

FYSB BC1474 How Do We Know What We Know?. 3 points.
This course will examine the "scientific worldview" throughout the history of the Western world. Key questions will include: how do science and philosophy intersect to influence our views of nature?; how does science help us to understand our place in the world and in the universe?; what happens when objective scientific inquiry clashes with political and societal interests?; how does popular opinion affect the way that science is conducted? In attempting to answer these questions, we will reflect on what it means to use what we have learned (from both science and history) to synthesize new viewpoints that can have a positive impact on our future.

FYSB BC1475 Texts of Protest in the Americas. 3 points.
This interdisciplinary course examines the rich tradition of progressive protest texts in the Americas. Using a broad definition of "texts of protest", we focus on the cultural production and consumption of dissent as a site of social critique, using a wide variety of print and visual forms, such as essay, fiction, painting, and film. We examine the historical links between forms of protest, social change, and meanings of literature and visual art, and we explore how various expressions of dissent function as political, ideological, rhetorical, aesthetic, and performative texts within specific cultural contexts.
FSYB BC1546 Shapes and Shadows of Identity. 3 points.
A look at the elusive meaning of "black,” "white,” and other group identities in the United States and the forms—novel, literary essay, stand-up comedy, ethnography, performance, film, television, magazines, radio, memoir, sermon—through which such identities are depicted. Readings will include: Johnny Otis; Upside you Head, Upsky, Bomb the Suburbs; Nelson George, The Death of Rhythm and Blues; Mary Waters, Black Identities; James McBride, The Color of Water: A Black Man’s Tribute to His White Mother; Ann Douglas, Mongrel Manhattan; selected sermons and speeches of Martin Luther King Jr.

FSYB BC1566 Exploring the Poles. 3 points.
Experience the Arctic and Antarctic from the perspective of the early polar explorers: Nansen, Scott and Amundsen, Shackelton. Study the effect of extreme environmental conditions on expedition planning and implementation. Consider the relative importance of luck and skill in ultimate outcomes. Read classic works and journal accounts, including Nansen’s Farthest North, Lansing’s Endurance. Explore the dynamics of expeditions and the role of varying environmental conditions through role play. Use a web-based exploration tool to follow varying polar conditions during the expeditions and discuss emerging issues. Course web site: http://www.phys.barnard.edu/~kay/exp/.

FSYB BC1572 Animals in Text and Society. 3 points.
Interdisciplinary examination of the intimate and fraught connections between animals and humans in literature, philosophy and culture. We will consider topics such as the historical constructions of species boundaries and of the multiple meanings and uses of animals in human life; animal and human identity; emotions evoked by animals; and conceptualizations of animals as colonized "others.” Readings include Aesop, Edward Albee, Angela Carter, John Coetzee, Geoffrey Chaucer, Gustave Flaubert, Jean LeFontaine, Marie de France, Michael Pollan, Ovid, selections from Genesis (in the Hebrew Bible), and Virginia Woolf.

FSYB BC1586 Global Literature: Thinking Latin America: How to Read about Globalization from the Margins. 3 points.
Not offered during 2017-18 academic year.

This course explores how Spanish America emerged as a laboratory of aesthetic, philosophical and political thought by questioning the ideological foundations of western global and technological expansion. In this course we will explore the writings of writers who examined the conditions of possibility of violence of Iberian imperial expansion from the sixteenth century to the present. It will provide a literary and conceptualization of animals as colonized “others.” Readings include Aesop, Edward Albee, Angela Carter, John Coetzee, Geoffrey Chaucer, Gustave Flaubert, Jean LeFontaine, Marie de France, Michael Pollan, Ovid, selections from Genesis (in the Hebrew Bible), and Virginia Woolf.

FSYB BC1597 Taboo and Transgression. 3 points.
This seminar explores taboo and transgression within a range of mythic, scientific, anthropological, psychoanalytical, feminist, and literary work. Topics include the treatment of the corpse during the Paleolithic, the centrality of the incest taboo in kinship studies, and the equation of secular modernity with the successive breaking of taboos.

FSYB BC1598 Building Utopia. 3 points.
Building Utopia examines the rich tradition of utopian thinking in literature, social philosophy, architecture, and the visual arts. Here, utopia is explored in its modern form: as a call to transform the world through human planning and ingenuity. Aside from an important excursus on Thomas More’s pivotal novel Utopia (1516), the course centers on nineteenth- and twentieth-century thinkers whose often wild and idealistic imaginations profoundly affected the shape of the real world. We’ll read and explore the works of Charles Fourier, Edward Bellamy, the Italian Futurists, and Le Corbusier, among many others. The purpose of the course is to better understand the role that the utopian imagination has played in the construction of power.

FSYB BC1599 Tipping Points. 3 points.
The printing press helped pave the way for the scientific revolution and the invention of human rights. What will transpire in the digital age of artificial intelligence and globalization? This seminar questions whether intellectual, economic, technological, and ethical tipping points transform what it means to be human. Authors include Locke, Jefferson, Shelley, Freud, Rushdie, Ishiguro, McLuhan, Lyotard, and Offill.

FSYB BC1708 Creativity. 3 points.
Exploring a diverse array of sources from literature, psychology, and philosophy, we will consider questions such as: Can anything general be said about the structure of the creative process? What is the nature of the creative experience, and what significance does it have for finding happiness and meaning in life? Is there really a link between madness and creative genius? Can creativity be measured and explained? Can it be learned and taught? Through a varied series of assignments, students will be expected to think and write clearly, critically — and creatively! — about creativity. Authors include, Mihaly Csikszentmihalyi, Kay Jamison, Plato, Walt Whitman.

FSYB BC1710 Classics Over Time. 3 points.
Artists constantly look to the past to find material to examine, criticize, take up as their own, and make new. We will spend time thinking deeply about five different groups of artists and the work they made in answer to a "classic." We will examine the source material as well as different permutations of the original. We will encounter playwrights, choreographers, filmmakers, visual artists, novelists and poets, and the critics who grappled with sometimes shocking new work woven from old threads. We will read the work of Euripides, Racine, Woolf,
Shakespeare, and Auden, among other less well known writers. We will view performances and films by George Balanchine, Martha Graham, The Wooster Group, SITI Company, and Peter Greenaway. Along the way we will constantly ask how formal choices in art create meaning. We will work consistently on our own viewing discipline, and hone our ability to articulate our thoughts about art in speech and writing. The final project will be an academic/creative hybrid; students will develop and pitch their own contemporary version of The Tempest.

FYSB BC1710 Course 3 points.

Why is madness such a pervasive theme in literature, art, film and social theory? Using texts from ancient Greece, nineteenth-century Russia, modern China and post-war America, this seminar explores how madness has been used to define social normacy, determine gender relations, and investigate the nature of individualism, subjectivity and creativity.

FYSB BC1711 Madness. 3 points.

How do our material choices shape our cultural and individual narratives? How do the things we make, buy, keep, and discard tell stories, impact our environment, and help define who we are? Americans create over 125 million tons of landfill every year, and up to 60%-80% of global greenhouse gas emissions have been traced to household consumption (food, stuff, and transport). With this contemporary reality as our reference point, we will examine how designed and built objects contribute to the human story over time, and how our decisions about "things and stuff" might change our stories moving forward.

FYSB BC1713 Things and Stuff. 3 points.

How do the things we make, buy, use, keep, and discard tell stories, impact our environment, and help define who we are? Americans create over 125 million tons of landfill every year, and up to 60%-80% of global greenhouse gas emissions have been traced to household consumption (food, stuff, and transport). With this contemporary reality as our reference point, we will examine how designed and built objects contribute to the human story over time, and how our decisions about "things and stuff" might change our stories moving forward.

FYSB BC1714 Unburied/Undead: Memory, Trauma, and Cultural Imagination. 3 points.

The dead are venerated as loved ones, ancestors, and heritage. But they are also an inconvenient part of life. They have to be buried, memorialized, and incorporated into a broader cycle of life. This course explores how various cultural artifacts and practices negotiate relationships between the living and the dead, and how the dead sometimes willingly, sometimes unwillingly come back to intrude on the life of the living. Beginning with cultural practices of myth and burial this course explores the literature and culture of personal memory and historical trauma up to the present day, including group excursions to the 9/11 memorial, the African Burial Ground Memorial, and Green-Wood Cemetery.

FYSB BC1715 Arts of Adaptation: From Snow White to Sidney White. 3 points.

Can a ballet tell the same story as a Shakespeare tragedy? Do the violent fantasies of a fairytale shape romantic comedy? What does Bollywood have to do with Victorian England? Using as textual anchors Grimm's Snow White, Shakespeare's Romeo and Juliet, Hardy's Tess of the D'Urbervilles, and Woolf's Mrs Dalloway; this course will explore poems, paintings, films, musicals, dance, illustration, advertisement and song to consider the accretion of meaning that results when stories cross, historical, cultural, and generic borders.

FYSB BC1716 Small Lives. 3 points.

How do we tell distinctive stories about ordinary lives? What can the details of 'small lives' tell us about their larger cultural, historical, and political moment? In this seminar we will analyze representations in literature, journalism, memoir, and documentary and fiction film of lives framed as unremarkable and common; politically and socio-economically marginalized; and geographically and culturally adrift. We will focus on the ways in which the nuances and forms of these representations often blur the lines between fiction and non-fiction; how the textures of these 'small lives' are captured in verbal and visual mediums; and how these often isolated lives resonate with the experiences of a greater collective. Works may include Flaubert’s Madame Bovary, Marilyne Robinson’s Housekeeping, W.G. Sebald’s The Emigrants, and Teju Cole’s Open City, films by Chantal Akerman, Chris Marker, and the Dardenne brothers; and non-fiction by Peter Handke, Lauren Hilgers, Elif Batuman, and Elizabeth Hardwick.

Reacting to the Past

In these seminars, students play complex historical role-playing games informed by classic texts. After an initial set-up phase, class sessions are run by students. These seminars are speaking- and writing-intensive, as students pursue their assigned roles’ objectives by convincing classmates of their views. Each seminar will work with three of the following four games: 1) The Threshold of Democracy: Athens in 403 B.C. explores a pivotal moment following the defeat of Athens in the Peloponnesian War, when democrats sought to restore democracy while critics, including the supporters of Socrates, proposed alternatives. The key text is Plato’s Republic. 2) Confucianism and the Succession Crisis of the Wanli Emperor examines a dispute between Confucian purists and pragmatists within the Hanlin Academy, the highest echelon of the Ming bureaucracy, taking Analects of Confucius as the central text. 3) The Trial of Anne Hutchinson revisits a conflict that pitted Puritan dissenter Anne Hutchinson and her supporters against Massachusetts Governor John Winthrop and the orthodox ministers of New England. Students work with testimony from Hutchinson’s trial as well as the Bible and other texts. 4) Greenwich Village, 1913: Suffrage, Labor and the New Woman investigates the struggle between radical labor activists and woman suffragists for the hearts and minds of "Bohemians," drawing on foundational works by Marx, Freud, Mary Wollstonecraft, and others.

FYSB BC1601 Reacting to the Past
French
Mission

The Department’s primary goals are firstly to enable students to develop competence in spoken and written French, and secondly to expose students to the literature and culture of French and French-speaking countries. An important additional objective of the French Department is to encourage students to consider studying in France or a Francophone country.

In regard to students’ linguistic competence, our specific goals are:

1. To enable students to express themselves on a range of topics with an acceptable degree of fluency and accuracy.
2. To facilitate their comprehension of a variety of texts (both from literature and the media) written in French.
3. To foster students’ confidence in the possibility of their living and studying in a French environment.

In the context of the language requirement (the first and second years), this implies a competence premised on students’ ability to achieve, by Intermediate French II, oral and written fluency. Students will be able to use all tenses in the indicative and subjunctive, to deploy pronouns appropriately and understand the expressive and grammatical utility of conjunctions, rhetorical devices, and so on. Students will have the ability to write a cogent essay in French on a literary or cultural topic, and will possess a vocabulary beyond basic French, including rhetorical and conceptual vocabulary. In the context of the major requirement (the third and fourth years), students will progress to a greater competence in French, including advanced speaking skills, particularly in terms of discussing literary and cultural topics, and writing extended analytical essays. The culmination of a student’s progress is the one-semester cap stone experience in the spring semester of the senior year, where she will write a substantial thesis on a topic of her choice, supervised by senior members of the department, and defended before an appropriately selected committee.

Student Learning Outcomes

Students majoring in French are expected to satisfy the following learning outcomes:

- Read literary texts closely and critically (explication de texte).
- Discuss complex ideas in French with satisfactory proficiency.
- Write analytical papers in French using appropriate theoretical and exegetical on given literary or cultural topics with satisfactory proficiency.
- Demonstrate knowledge of French literature and other cultural materials.
- Engage fully with another culture in a variety of intellectually sophisticated ways, including close textual analysis.
- Conduct original research on a literary or cultural topic culminating in a 30 page thesis. For students in the Translation and Literature track the ability to translate a 30 page text from French into English accompanied by an introduction to the work.

All first-year, transfer, and/or returning students who studied French prior to entering Columbia/Barnard must take the placement exam before taking any Barnard French courses. Questions about the exam should be directed to the department chair.

Students entering Barnard in Fall 2016 and thereafter will receive points of credit for Advanced Placement (AP) and International Baccalaureate (IB) credit, but these credits will not exempt students from General Education Requirements. Further information may be found on the Registrar’s website. For additional information about language courses, students should consult the department chair.

Students who have satisfied the language requirement may immediately enroll in literature and culture courses (FREN BC3021 Major French Texts I, FREN BC3022 Major French Texts II, FREN BC3037 Baudelaire, Rimbaud, Mallarmé, FREN BC3055 The Golden Age of Versailles); and advanced language courses (FREN BC3006 Composition and Conversation-FREN BC3019 Advanced Phonetics).

In cooperation with Columbia College, the department offers a program at Red Hall in Paris open to majors and non-majors. Visit the Study Abroad website (http://barnard.edu/global/study-abroad) for more information.

Co-Chairs
Anne Boyman, Senior Lecturer
Peter T. Connor, Professor

Professor
Caroline Connor

Associate Professor
Kaiama L. Glover

Senior Lecturer
Laurie Postlewaite
Brian O’Keeffe

Senior Associate
Isabelle Jouanneau-Fertig

Lecturer
Karen Santos Da Silva

Requirements for the Major

There are three majors available to prospective students in the department:

- **Language and Literature:** This program emphasizes the language, culture, and literature of France and other French-speaking countries.
- **Translation and Literature:** This program teaches students to translate from French into English and English into French, within a context of French culture and literature.
- **French and Francophone Studies:** This program emphasizes the historical and contemporary interrelationship between France and the French-speaking world in their social, literary, and cultural aspects.

Students are expected to declare an option by the end of the junior year. Programs may include additional courses in French literature, culture, and language, or in other subjects which vary with the interest of the student. Certain courses in the French and Romance Philology Department at Columbia University may be substituted with the approval of the chair.
All students are required to write a thesis in their senior year. This thesis, of about 30 pages in length, will be written while the student is enrolled in FREN BC3091 Senior Thesis Seminar. Thesis specification will vary depending on the major program that has been chosen.

A student who elects French as part of a combined double or interdisciplinary major will establish her individualized program with the departments concerned. All combined or interdisciplinary majors require approval from the Committee on Petitions and Academic Standing.

**Language and Literature**

11 courses are required for the major:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3 language courses, chosen from FREN BC3006 to FREN BC3019</td>
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<tr>
<td></td>
<td>1 of the following sequences:</td>
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<tr>
<td>FREN BC3021</td>
<td>Major French Texts I and Major French Texts II</td>
<td></td>
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<tr>
<td>- FREN BC3022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FREN UN3420</td>
<td>Introduction To French and Francophone Studies I</td>
<td></td>
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<tr>
<td>- FREN UN3421</td>
<td>and Introduction To French and Francophone Studies II</td>
<td></td>
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<tr>
<td></td>
<td>2 literature courses, chosen from FREN BC3025 - FREN BC3036</td>
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<tr>
<td></td>
<td>3 literature courses, chosen from FREN BC3037 - FREN BC3110</td>
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<tr>
<td>FREN BC3091</td>
<td>Senior Thesis Seminar</td>
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</table>

**Translation and Literature**

11 courses are required for the major:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4 language courses, chosen from FREN BC3006 - FREN BC3019</td>
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<tr>
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<td>1 of the following sequences:</td>
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<tr>
<td>FREN BC3021</td>
<td>Major French Texts I and Major French Texts II</td>
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<td>- FREN BC3022</td>
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<tr>
<td>- FREN UN3421</td>
<td>and Introduction To French and Francophone Studies II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 literature courses, chosen from FREN BC3025 - FREN BC3110</td>
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<tr>
<td>FREN BC3091</td>
<td>Senior Thesis Seminar</td>
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</table>

Students majoring in Translation and Literature are strongly encouraged to take CPLT BC3110 Introduction to Translation Studies as well as FREN BC3014 Advanced Translation into English.

**French and Francophone Studies**

11 courses are required for the major:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2 language courses, chosen from FREN BC3006 - FREN BC3019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 literature courses, chosen from FREN BC3025 - FREN BC3078, of which two must be chosen from FREN BC3070 - FREN BC3078</td>
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<td></td>
<td>2 relevant courses, chosen from other departments at BC or CU, pertaining to the major and chosen in consultation with the advisor</td>
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<tr>
<td>FREN BC3091</td>
<td>Senior Thesis Seminar</td>
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**Requirements for the Minor**

Seven courses are required for a minor:

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<th>Code</th>
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<td></td>
<td>1 of the following sequences:</td>
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<tr>
<td>FREN BC3021</td>
<td>Major French Texts I and Major French Texts II</td>
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<tr>
<td>- FREN BC3022</td>
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<tr>
<td></td>
<td>2 language courses, chosen from FREN BC3006 - FREN BC3019</td>
<td></td>
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<tr>
<td></td>
<td>3 courses chosen from FREN BC3025 - FREN BC3110</td>
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</table>

**Elementary and Intermediate Language Courses**

For satisfactory completion of the language requirement, students receiving a grade of C- or lower will have to repeat the course.

**FREN BC1001 Elementary Full-Year Course. 4 points.**

Basic elements of French grammar. Oral, writing, and reading skills. Students may take either or both of these courses at Columbia.

**Fall 2017: FREN BC1001**

<table>
<thead>
<tr>
<th>Course Number Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001 001/06364</td>
<td>M T W Th F 10:00am - 10:50am</td>
<td>Sarah Lazur</td>
<td>4</td>
<td>18/20</td>
</tr>
<tr>
<td>FREN 1001 002/02266</td>
<td>M T W Th F 12:00pm - 12:50pm</td>
<td>Sarah Lazur</td>
<td>4</td>
<td>14/20</td>
</tr>
<tr>
<td>FREN 1001 003/02110</td>
<td>M T W Th F 12:00pm - 12:50pm</td>
<td>Hadley Suter</td>
<td>4</td>
<td>12</td>
</tr>
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</table>

**FREN BC1002 Elementary Full-Year Course. 4 points.**

Basic elements of French grammar. Oral, writing, and reading skills. Students may take either or both of these courses at Columbia.

**Spring 2018: FREN BC1002**

<table>
<thead>
<tr>
<th>Course Number Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1002 001/03849</td>
<td>M T W Th F 10:00am - 10:50am</td>
<td>Sarah Lazur</td>
<td>4</td>
<td>13/18</td>
</tr>
<tr>
<td>FREN 1002 002/05507</td>
<td>M T W Th F 12:00pm - 12:50pm</td>
<td>Sarah Lazur</td>
<td>4</td>
<td>17/18</td>
</tr>
<tr>
<td>FREN 1002 003/09003</td>
<td>M T W Th F 12:00pm - 12:50pm</td>
<td>Hadley Suter</td>
<td>4</td>
<td>15/18</td>
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</table>

**FREN BC1102 Review of French Fundamentals. 3 points.**

Prerequisites: Primarily for students who need further instruction to qualify for the intermediate course. Credit cannot be granted for both FREN BC1002 and BC1102 (or its equivalent). Enrollment limited to 20 students per section. Oral and written review of basic grammar and syntax. Readings in modern French and Francophone literature.

**Fall 2017: FREN BC1102**

<table>
<thead>
<tr>
<th>Course Number Section/Call</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>FREN 1102 001/03849</td>
<td>M T W Th F 10:00am - 10:50am</td>
<td>Sarah Lazur</td>
<td>4</td>
<td>13/18</td>
</tr>
<tr>
<td>FREN 1102 002/05507</td>
<td>M T W Th F 12:00pm - 12:50pm</td>
<td>Sarah Lazur</td>
<td>4</td>
<td>17/18</td>
</tr>
<tr>
<td>FREN 1102 003/09003</td>
<td>M T W Th F 12:00pm - 12:50pm</td>
<td>Hadley Suter</td>
<td>4</td>
<td>15/18</td>
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</tbody>
</table>
FREN BC1203 Intermediate I. 3 points.
Prerequisites: FREN BC1001, BC1002, C1101 and C1102, or an appropriate score on the placement test.
Further development of oral and written communication skills. Readings in French literature.

FREN BC1204 Intermediate II. 3 points.
Prerequisites: FREN BC1203 or an appropriate score on the placement test.
Advanced work in language skills. Readings in French literature.

FREN BC3001 Transatlantic Translation Workshop. 1 point.
Prerequisites: Application through Professor Laurie Postlewaite. Previous translation course or experience required. A workshop in which students from the BC/CU community collaborate with a team of students from the École Normale Supérieure-Lyon on two translation projects. In addition to video-conferenced group sessions, students will work virtually with their translation partner in France, and consult in-person with their Barnard instructor.

FREN BC3006 Composition and Conversation. 3 points.
Prerequisites: Enrollment limited to 12 students. Discussions on contemporary issues and oral presentations. Creative writing assignments designed to improve writing skills and vocabulary development.

FREN BC3007 Commercial-Economic French. 3 points.
Prerequisites: Fourth year French students only; Seniors have priority. Enrollment limited to 12 students. The socioeconomic language of contemporary French society. Practice of oral and written communications based on documents from the French press. Students who have completed the course may wish to take the Diplome du Francais des Affaires given by the Chambre de Commerce et d'Industrie de Paris.

FREN BC3010 Textual Analysis. 3 points.
Prerequisites: Intermediate II or the equivalent
This course is designed for students who have completed Intermediate French II or its equivalent. The aim is to help you transition from language courses to upper-level literature and culture classes, and specifically to equip you with the tools you will need to analyze literary texts and to comment upon them effectively in both oral and written form. Through close reading of selected texts and practice in the form of analysis known as the explication de texte, you will become familiar
with a number of different methods of reading, and develop the critical thinking and interpretive skills you need to analyze arguments, and to speak and write persuasively in French.

**FREN BC3012 Advanced Grammar. 3 points.**

Systematic study of morphology, syntax, and idiomatic expressions. Weekly writing assignments.

**FREN BC3013 Advanced Writing. 3 points.**

Not offered during 2017-18 academic year.

Prerequisites: The French language requirement and approval of the instructor. Enrollment limited to 12 students.

Workshop format course to perfect writing skills in French. Writing formats that will be used over the semester include narration, essay, dissertation, film and book reviews, and correspondence.

**FREN BC3014 Advanced Translation into English. 3 points.**

Prerequisites: Satisfaction of the language requirement or the equivalent. Translation of various styles of prose and poetry from French to English.

**FREN BC3016 Advanced Oral French. 3 points.**

Prerequisites: At least one French course after completion of the language requirement and permission of the instructor. Enrollment limited to 12 students.

Oral presentations and discussions of French films aimed at increasing fluency, acquiring vocabulary, and perfecting pronunciation skills.

**FREN BC3019 Advanced Phonetics. 3 points.**

Prerequisites: Satisfaction of the language requirement or the equivalent. Enrollment limited to 12 students.

Detailed study of all aspects of French pronunciation; theoretical linguistic concepts will be followed up with intensive oral drills.

**FREN BC3021 Major French Texts I. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

**FREN BC3022 Major French Texts II. 3 points.**

Prerequisites: Satisfaction of the language requirement or the equivalent. FREN BC3021 may be taken for credit without completion of FREN BC3022.

**FREN BC3025 Theater of the Classical Age. 3 points.**

Prerequisites: Prerequisites: Satisfaction of French language requirement or permission of the instructor.

This course will provide a detailed introduction to the three great French dramatists of the seventeenth century, rightly known as the golden age of French theatre. Reading several canonical works by each of these three playwrights-Corneille, Racine, and Molière-students will closely examine the thematic concerns (the relationship between love and duty, the individual and the state, free will and divine providence; the problems of hypocrisy, dishonesty, sexual jealousy, and avarice; the nature of kingship and the extent or the limits of royal control; the differences between prescribed gender roles for men and for women; the rework of mythological and Biblical sources) the plays set forth, and the rhetorical strategies they employ (from classical, Greco-Roman devices such as metaphor, apostrophe, irony, preterition, prosopopoeia, and anagnorisis to the specifically French metrical pattern of the alexandrin).
of worship; condemns religious intolerance and cultural prejudice; denounces societal inequality; examines the merits and shortcomings of different forms of government; and subverts the oppressive and often hypocritical dogmas of the Catholic church and the absolutist monarchy—with far-reaching political and historical consequences (e.g., the American and the French Revolutions). With the exception of one German text (by Immanuel Kant, and assigned in English translation), readings will be limited to texts by the Enlightenment’s leading Francophone authors: Montesquieu, Voltaire, Diderot, and Rousseau, as well as by two “dystopian” novelists, Charrière et Sade. All discussion, coursework, and examinations will be in French.

**FREN BC3037 Baudelaire, Rimbaud, Mallarmé. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.
Readings of poems by Lamartine, Hugo, Baudelaire, Rimbaud, and Mallarmé. Focuses on the turn from Romanticism to Modernism in the 19th century.

**FREN BC3038 The Nineteenth-Century French Novel. 3 points.**
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Prerequisites: FREN BC3021, BC3022, BC3023, BC3024, or the equivalent.
Evolution of the novel, aesthetics of Romanticism, Realism, Naturalism, and Symbolism. Particular attention is paid to the formal problems of narrative, the rhetoric of sentiment, decadence, and issues of sexual identity.

**FREN BC3043 Twentieth-Century French Women Writers. 3 points.**
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.
Writings by women will be analyzed in the changing philosophical and literary contexts of the 20th century: Simone de Beauvoir, Nathalie Sarraute, Marguerite Duras, Hélène Cixous, and others.

**FREN BC3044 Theater of the Absurd. 3 points.**
Prerequisites: FREN BC3021, BC3022, BC3023, BC3024, or the equivalent.
Close reading and occasional screening of major plays associated with the Theater of the Absurd. Philosophical and literary origins of the concept of the absurd; social and political context of its emergence; theatrical conventions of early performances; popular and critical reception. Authors include: Jarry, Adamov, Arrabal, Beckett, Genet, Ionesco, Maeterlinck, Sartre, Camus.

**FREN BC3047 Topics in French and Francophone Culture. 3 points.**
Not offered during 2017-18 academic year.

**FREN BC3054 Translation Through Film. 3 points.**
Course capped at 15.
Not offered during 2017-18 academic year.

Prerequisites: Prerequisites: Satisfaction of French language requirement or permission of the instructor.
Using filmic dialogue as a medium, this course seeks to develop skills in "spoken" or "live" translation from French into English. This practice, close to consecutive interpretation (oral translation), will help students to augment and refine their fluency in French. All aspects of language will be involved: grammar, vocabulary, tone, register and context, but in a manner more "immediate" than with the translation of written texts. Six French films will be chosen from a variety of periods and genres from which segments will be isolated for interpretation (oral translation). A preliminary discussion of each film will precede the work in translation.

**FREN BC3055 The Golden Age of Versailles. 4 points.**
Prerequisites: Satisfaction of French language requirement or permission of the instructor.
Explores the cultural production emanating from the court of Louis XIV at Versailles combining the reading of literary texts with consideration of the arts, architecture, dance and music. Special focus on the court as spectacle, women writers of the court, and the classical period as preparation for the Enlightenment.

**FREN BC3056 Proust. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: FREN BC3021, BC3022, BC3023, BC3024, or the equivalent.
In this course, we will read the whole of Marcel Proust’s 7-volume novel, A la Recherche du temps perdu. One of the greatest novels of all time, the Recherche addresses issues of: romantic and familial love; hetero- and homosexuality; social class; anti-Semitism; social life and friendship; the persistence of memory; and the relationship between art and life.

**FREN BC3062 Women in French Cinema since the 60’s. 3 points.**
Not offered during 2017-18 academic year.

This course traces the evolving nature of the relationship between women and society in French cinema from the New Wave of the 60’s to the present. Attitudes of women and towards women will be examined in the light of the changing social, political, and intellectual context.

**FREN BC3063 Structuralism and Post-Structuralism. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.
Introduction to the conceptual foundations of structuralism and post structuralism or to what is known as French Theory. Readings include works by Saussure, Levi Strauss, Lacan, Foucault, Cixous, and Deleuze.

**FREN BC3064 France on Film. 3 points.**
Not offered during 2017-18 academic year.

Prerequisites: Reading ability in French required for all students. French majors must write their papers in French.
Films on and of the period from the 1930s to the present, focusing on the interplay between history, ideology, and culture.

FREN BC3065 Surrealism. 3 points.

Prerequisites: Prerequisites: Satisfaction of French language requirement or permission of the instructor. Reading ability in French required for all students. French majors must write their papers in French.
An examination of the relationship between traditional & avant-garde literature and visual culture; the use of word-play & language games as tools of artistic expression; the thematization of the unconscious and dreams; the vexed relationship between aesthetics & politics; the poetics and politics of sexuality & gender. Authors and artists will include Andre Breton, Louis Aragon, Man Ray, Dorothea Tanning, and Salvador Dali.

FREN BC3070 Negritude. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

Prerequisites: Reading ability in French required for all students. French majors must write their papers in French.
Analysis of the theoretical and literary precursors of négritude; major figures of the movement; relations with the Harlem Renaissance; and the formulation of creolity by contemporary Caribbean writers and thinkers. Authors will include Gobineau, Maran, Price-Mars, Hughes, McKay, Césaire, Senghor, Damas, Fanon, Sartre, Glissant, and Chamoiseau. Taught in French.

FREN BC3071 Major Literary Works of the French-Speaking World. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement in French or permission of the instructor.
Introduction to major works of fiction from the French speaking countries of the Caribbean, West Africa, North Africa and Indochina. Considers some of the principal authors of these regions, and examines the sociopolitical, historical, and aesthetic considerations that have influenced Francophone literary production in the twentieth century.

FREN BC3072 Francophone Fiction: Special Topics. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Looks at the portrayal of women as unsettling figures in the Francophone Caribbean literary universe. Examining the uncanny heroines in the novels of both male and female writers, students will identify the thematic commonalities and specific configurative strategies that emerge in the fictional representation of women in the region. The symbolic import of zombies, schizophrenics, and other "disordering" characters will be analyzed as indicators of and reflections on broader social realities.

FREN BC3073 Africa in Cinema. 3 points.
Not offered during 2017-18 academic year.


FREN BC3074 Women in Francophone Africa: Historical and Cultural Perspectives. 3 points.
Not offered during 2017-18 academic year.

Emphasizes cultural and historical representation of Francophone women by both women and men. Works will include novels, films, and poems, by authors such as Sembène Ousmane, Mariama Ba, Amadou Kourouma, Camara Laye, Calixthe Beyala.

FREN BC3077 La Jalouse dans la Litterature Francais. 3 points.
This course takes jealousy-in its psychosexual, socio-political, ontological dimensions, and in its formal implications-as a lens through which to view a series of seminal works of French literature from the Middle Ages to the 21st century. These works include: 12th-century Arthurian legend (Béroul); a late-medieval, proto-feminist short story (Navarre); 17th-century neo-classical tragedy (Corneille); 12th and 17th-century folkloric forms (Marie de France's Lai and Perrault's fairy tale, respectively); the Enlightenment "philosophical" novel (Montesquieu); the 19th-century realist novel (Balzac); the early 20th-century modernist novel (Proust); and the nouveau roman (Robbe-Grillet). Two contemporary adaptations (Singer's 2008 novel based on the Navarre story, and Chabrol's 1996 film based on Proust's novel) will also be studied. In addition, a selection of highly condensed, relevant secondary readings (excerpts of 10 pages of less) will provide students with an introduction to an array of theoretical approaches to literary study: most notably, psychoanalysis, political philosophy, and literary theory.

FREN BC3078 Literature of Francophone North America. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.
Discussion of the literary production in French emanating from Canada, New England, and Louisiana with special consideration of the sociohistorical context of North American Francophone culture. Texts to include fiction, correspondence, historical narrative, theater and poetry.

FREN BC3079 History of the French Language. 3 points.
Not offered during 2017-18 academic year.

Transformation and evolution of the French languages from the early Middle Ages to the present are studied from a socio-historical perspective. Primary texts include literary, legal, political, scientific, administrative, liturgical, and epistolary documents. Includes consideration of French outside of France and variations on the continent in the 20th century.
In depth study of the life and works of Gustave Flaubert (1821-1880). Exploration of literary realism and the novelist’s representation of money, marriage, ambition, class, sex, stupidity, and sainthood. While you will be expected to read all of Flaubert’s major works, we will concentrate in class on Madame Bovary (1857), L’Education sentimentale (1869), Trois Contes (1877), Bouvard et Pécuchet (1881), and the Correspondance. We will consider also cinematic adaptations of Madame Bovary and Un Coeur simple. Limited to 15 students; priority given to French majors and seniors.

FREN BC3091 Senior Thesis Seminar. 4 points.
French majors will write their senior thesis under the supervision of the instructor.

FREN BC3080 Advanced Seminar: Flaubert. 3 points.
Not offered during 2017-18 academic year.

This course offers an in-depth study of love as it has been treated in a variety of French literary texts. These texts will be related to a number of important philosophical and theological approaches to love, particularly in respect of certain ideas concerning ethical love, erotic love, and religious faith as an act of loving God. The first objective of this class is to show how one can relate literature to philosophy and theology; the second is to gain a broad, but thematically focused familiarity with French literature, and with some literary works beyond the French tradition.

FREN BC3101 Love and Literature. 3 points.

Prerequisites: Completion of Intermediate 2 level French or the equivalent

This course offers an in-depth study of love as it has been treated in a variety of French literary texts. These texts will be related to a number of important philosophical and theological approaches to love, particularly in respect of certain ideas concerning ethical love, erotic love, and religious faith as an act of loving God. The first objective of this class is to show how one can relate literature to philosophy and theology; the second is to gain a broad, but thematically focused familiarity with French literature, and with some literary works beyond the French tradition.

FREN BC3105 Existentialism. 3 points.

Prerequisites: Successful completion of Intermediate II French or the equivalent.

In-depth survey of the writers who exemplified French existentialism: Albert Camus, Jean-Paul Sartre, and Simone de Beauvoir. The texts have been chosen for the richness with which they address fundamental philosophical questions about the meaning of life, especially questions of death and suffering, freedom and responsibility, legitimate and illegitimate violence. The first objective of this class is to show how existentialist thought combines literature and philosophy; the second objective is to gain a broad, but also deep familiarity with 20th-century French literature and thought.

FREN BC3110 French New Wave Cinema. 3 points.
Prerequisites: Satisfaction of Intermediate II level in French

This course traces the emergence and development of “New Wave” cinema in France in the 60’s. Through a detailed analysis of some of its most iconic films: 400 Blows, Breathless, Hiroshima mon amour... the course will examine the radical artistic and social innovations of its major “auteurs”, Truffaut, Godard, Resnais et al.

FREN BC3101 Love and Literature. 3 points.

This course offers an in-depth study of love as it has been treated in a variety of French literary texts. These texts will be related to a number of important philosophical and theological approaches to love, particularly in respect of certain ideas concerning ethical love, erotic love, and religious faith as an act of loving God. The first objective of this class is to show how one can relate literature to philosophy and theology; the second is to gain a broad, but thematically focused familiarity with French literature, and with some literary works beyond the French tradition.

FREN BC3105 Existentialism. 3 points.


Prerequisites: Successful completion of Intermediate II French or the equivalent.

In-depth survey of the writers who exemplified French existentialism: Albert Camus, Jean-Paul Sartre, and Simone de Beauvoir. The texts have been chosen for the richness with which they address fundamental philosophical questions about the meaning of life, especially questions of death and suffering, freedom and responsibility, legitimate and illegitimate violence. The first objective of this class is to show how existentialist thought combines literature and philosophy; the second objective is to gain a broad, but also deep familiarity with 20th-century French literature and thought.

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FREN UN3420 Introduction To French and Francophone Studies I. 3 points.
Prerequisites: FREN UN3405 Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies’ permission. Examines conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale de 1931, with an emphasis on the historical development and ideological foundations of French colonialism. Authors and texts include: the Encyclopédie; the Déclaration des droits de l’homme et du citoyen; the Code noir; Diderot; Chateaubriand; Tocqueville; Claire de Duras; Renan; Gobineau; Gaugiun; Drumont.

FREN UN3421 Introduction To French and Francophone Studies II. 3 points.
Prerequisites: FREN UN3405 Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies’ permission. Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional, and national identities are considered in this introduction to the contemporary French-speaking world in Europe, the Americas, and Africa. Authors include: Aimé Césaire, Léopold Sedar Senghor, Frantz Fanon, Maryse Condé.

German

320 Milbank Hall
212-854-8312
Department Assistant: Sondra Phifer

Mission

The German Department’s mission is to engage a wider audience of students within the Barnard Community. Its curricular program and cultural events serve a large and diverse academic community on the Barnard and Columbia campuses. The Department is committed to creating venues for students, faculty and the public interested in the many facets of cultural life in the German-speaking countries or communities.

As an active contributor to campus life, the Department has constantly initiated new venues—from readings, lectures and film screenings to excursions—to supplement and enrich its annual course offerings. In disciplines such as Art History, Philosophy or History, a familiarity with the German language is an asset; in interdisciplinary areas such as Comparative Literature or European Studies, German often serves as the main or second language of study.

It is the goal of our department:

- to teach the German language in a professionally reflected manner through a clear sequence of courses
- to help attain and expand knowledge of Austrian, German and Swiss literatures through reading exemplary texts in theme- or period-oriented courses
Courses in German are designed to develop proficiency in language skills and to present the traditions as well as the current developments in the literature and culture of the German-speaking countries: Austria, Germany, and Switzerland. Courses in Dutch, Finnish, Swedish, and Yiddish are offered by the Department of Germanic Languages. For information contact 319 Hamilton Hall.

### Student Learning Outcomes

Students who graduate with a German major should be able to attain the following outcomes:

1. Write, speak, read, and listen in German at the intermediate-high level in German language using ACTFL; and carry-on an everyday conversation
2. Identify and discuss the historical significance of major cultural works such as film, plays, opera, telenovela, audiovisual media
3. Recognize cultural manifestations of social values and practices and apply effectively knowledge about cultural perspectives of majorities, minorities and underrepresented bi-cultural communities in German-speaking countries
4. Discuss the regional and historical differences among the three German-speaking countries and communities in the European and global contexts by demonstrating knowledge of representative cultural products and practices as well as common social perceptions and values
5. Demonstrate awareness of the relevant features of German language, culture or literature
6. Apply the key elements of literary and cultural theory in an analysis and interpretation of literary or cultural works
7. Complete an original research project about German literature and culture (includes finding and selecting appropriate sources; assessing their heuristic value; composing a concise research plan and a thesis statement; organizing a long piece of writing; establishing a reliable bibliography and proper citation practice)
8. Compose a closely argued, coherently presented and well-documented essay or a well-organized portfolio in German, relevant to a genre, medium, period, author, theoretical issue, cultural context or creative goal

### The Major in German Literature

The courses comprising this program are all taught in German with the twofold objective of combining the study of significant works, literary trends, and cultural manifestations with advanced practice in the use of German as a medium of practical everyday communication and intellectually stimulating discussion or conversation.

#### Requirements: 10 courses

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<tr>
<th>Code</th>
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<td>Advanced German, I</td>
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<td>GERF UN3002</td>
<td>Advanced German II: Vienna</td>
<td>4</td>
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<tr>
<td>GERF BC3009</td>
<td>News and Views: Reception, Reporting, and Video Production</td>
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<td>GERF BC3010</td>
<td>Current Issues: Media and Politics in Germany and Austria</td>
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<td>GERF BC3012</td>
<td>Telenovelas</td>
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<td>GERF BC3028</td>
<td>Contemporary German Prose Fiction (English)</td>
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<td>GERF BC3031</td>
<td>Major German Poets</td>
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<td>GERF BC3050</td>
<td>German Migrant Literature</td>
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<td>GERF BC3057</td>
<td>Close-ups: German Literature and Photography</td>
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<td>GERF BC3215</td>
<td>From Text to Screen: German Literature and Film</td>
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<tr>
<td>GERF BC3233</td>
<td>From Decadence to Dada</td>
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<tr>
<td>GERF BC3061</td>
<td>Senior Seminar/Tutorial (or equivalent tutorial with thesis supervisor.)</td>
<td>4</td>
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</tbody>
</table>

### The Major in German Studies

This major combines a study of literature with other aspects of German culture and civilization by choosing courses from the social sciences such as history, political science, and economics, and from other humanities dealing with German-speaking regions or communities. The department will assist and advise students interested in studying in Germany, Austria, or Switzerland. It should be noted that Barnard College is a member of the Berlin Consortium for German Studies and strongly encourages those students wishing to study abroad to do so through this program administered by Columbia University and conducted in association with the Freie Universität Berlin.

#### Requirements: 11 courses

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<td>or GERF UN3002</td>
<td>Advanced German II: Vienna</td>
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<tr>
<td>GERF BC3009</td>
<td>News and Views: Reception, Reporting, and Video Production</td>
<td>4</td>
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</table>
GERM BC3010  Current Issues: Media and Politics in Germany and Austria

GERM BC3012  Telenovelas

3 German electives, focusing on Austria, Germany, or Swiss aspects:  
Or equivalent in consultation with the Chair.

GERM BC3050  German Migrant Literature
GERM BC3224  Germany’s Traveling Cultures
GERM BC3233  From Decadence to Dada

5 courses in other disciplines, to be chosen in consultation with department chair.

GERM BC3061  Senior Seminar/Tutorial (Taken fall semester of senior year.)

* The major adviser in the German department will work with a second reader in another field if the thesis topic should require it.

### The Minor in German

**Requirements: 1 courses**

<table>
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<td>Minimum of 2 advanced language courses from the following:</td>
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<td>GERM UN3001  Advanced German, I</td>
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<tr>
<td>GERM UN3002  Advanced German II: Vienna</td>
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<tr>
<td>GERM BC3010  Current Issues: Media and Politics in Germany and Austria</td>
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<td>GERM BC3012  Telenovelas</td>
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<td>Minimum of 2 literature courses, from the following:</td>
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<tr>
<td>GERM BC3028  Contemporary German Prose Fiction (English)</td>
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<td>GERM BC3050  German Migrant Literature</td>
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<td>GERM BC3215  From Text to Screen: German Literature and Film</td>
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<td>GERM BC3225  Germany’s Traveling Cultures</td>
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<tr>
<td>GERM BC3233  From Decadence to Dada</td>
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<td>Or their equivalent, in consultation with the department chair.</td>
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### Barnard Courses

**GERM UN1101 Elementary German Language Course, I. 4 points.**

Upon completion of the course, students understand, speak, read, and write German at a level enabling them to communicate with native speakers about their background, family, daily activities, student life, work, and living quarters. Daily assignments and laboratory work.

#### Fall 2017: GERM UN1101

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<td>Thomas Preston</td>
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<tr>
<td>GERM 1101</td>
<td>002/16700</td>
<td>M W F 11:10am - 12:25pm</td>
<td>Chloe Vaughn</td>
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<tr>
<td>GERM 1101</td>
<td>003/18492</td>
<td>T Th F 2:40pm - 3:55pm</td>
<td>Laura Tedford</td>
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<td>10/18</td>
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<tr>
<td>GERM 1101</td>
<td>004/25336</td>
<td>M W 6:10pm - 8:00pm</td>
<td>Diana Reese</td>
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<tr>
<td>GERM 1101</td>
<td>005/04371</td>
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<td>Foteini</td>
<td>4</td>
<td>16/18</td>
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<tr>
<td>GERM 1101</td>
<td>006/11674</td>
<td>M W 6:10pm - 8:00pm</td>
<td>Neil Ziolkowski</td>
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**GERM UN1102 Elementary German Language Course, II. 4 points.**

Prerequisites: GERM UN1101 or the equivalent. Students expand their communication skills to include travel, storytelling, personal well-being, basic economics, and recent historical events. Daily assignments and laboratory work.

#### Fall 2017: GERM UN1102

<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<td>M W F 10:10am - 11:25am</td>
<td>Michael Watzka</td>
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<td>GERM 1102</td>
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<td>Amy Leech</td>
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<tr>
<td>GERM 1102</td>
<td>003/20146</td>
<td>T Th F 6:10pm - 8:00pm</td>
<td>Nikolás Straetker</td>
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**GERM UN1125 Accelerated Elementary German I & II. 8 points.**

Equivalent to GERM V1101-V1102.

This intensive semester provides all of elementary German enabling students to understand, speak, read, and write in German. Topics range from family and studies to current events. Conducted entirely in German, requirements include oral and written exams, essays, German-culture projects, and a final exam.

#### Fall 2017: GERM UN1125

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<th>Course Number</th>
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<td>Simona Vaidean</td>
<td>8</td>
<td>11/18</td>
</tr>
</tbody>
</table>

**GERM BC2210 Grammatik Aktiv. 2 points.**

An intensive study of key features of German grammar, with an emphasis on skill-building exercises and practical solutions to common problems of writing and speaking on the intermediate level; aims at building confidence in using simple and more complex sentence structures.

**GERM BC2212 Grammatik Aktiv. 3 points.**

Students have the option to register for 2-point or 3-points. Please check the course number when registering.
An intensive study of key features of German grammar, with an emphasis on skill-building exercises and practical solutions to common problems of writing and speaking on the intermediate level; aims at building confidence in using simple and more complex sentence structures.

For an additional point, students will hand in a weekly 150-200 word summary in German in which they highlight what they have learned, explain the rules and applications of the linguistic feature on hand. In the last portion of the summary students will reflect on their learning process during each week to document their progress. Individual meetings with the Professor to clarify and practice student specific grammar issues will be scheduled.

GERM UN2101 Intermediate German I. 4 points.
Prerequisites: GERM UN1102 or the equivalent.
Complete grammar review through regular exercises. Wide range of texts are used for close and rapid reading and writing exercises. Practice in conversation aims at enlarging the vocabulary necessary for daily communication.

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<tr>
<th>Course</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<th>Points</th>
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<td>Peter Kalal</td>
<td>4</td>
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<td></td>
<td></td>
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Spring 2018: GERM UN2101

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GERM UN2102 Intermediate German II. 4 points.
Prerequisites: GERM UN2101 or the equivalent.
Language study based on texts concerning culture and literature. Assignments include compositions in German and exercises of grammatical forms, both related to the texts. Class discussions in German provide oral and aural practice.

Fall 2017: GERM UN2102

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Spring 2018: GERM UN2102

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GERM UN2125 Accelerated Intermediate German I, II. 8 points.
Prerequisites: GERM UN1102 Elementary II

Accelerated language study as preparation for Study Abroad in Berlin.

Spring 2018: GERM UN2125

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GERM UN3002 Advanced German II: Vienna. 3 points.
Corequisites: Course either taken before or after GERM V3001.
Intensive practice in oral and written German. Discussions, oral reports, and weekly written assignments, based on material of topical and stylistic variety taken from German press and from literary sources.

Spring 2018: GERM UN3002

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GERM BC3010 Current Issues: Media and Politics in Germany and Austria. 3 points.
Prerequisites: GERM V2102 or equivalent.
Advanced students improve language skills through exploration of political, cultural and intellectual debates and self perceptions in Germany and Austria. Discussion and analysis of print media, Internet, film and T.V.

GERM BC3012 Telenovelas. 3 points.
Prerequisites: Intermediate German II (V2102 or V1225) or equivalent.
Examines popular culture and language through a German TV series. Advanced students practice and perfect their language skills by examining typical features and intercultural aspects of a German telenovela. Focus on main elements of genre, language, cultural context by comparing different versions.

Fall 2017: GERM BC3012

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GERM BC3028 Contemporary German Prose Fiction (English). 3 points.
Not offered during 2017-18 academic year.

Study of short prose texts and recent literary developments. Discussions of aspects such as: memory and Germany identity; fantasy and storytelling; borderlands and Berlin in contemporary literature. Readings include works by major writers and younger generations, from Grass and Christa Wolf to Biller, Honigmann, Johnson, Schneider, and Sebald.

GERM BC3031 Major German Poets. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Prerequisites: GERM V1202, the equivalent, or sophomore standing. Survey of major poets in the German language from classicism to modernism and postmodernism, paying attention to the transition from traditional verse to avant-garde forms. Readings from Goethe, Heine, Rilke, Celan, Bachmann. Relevant areas of literary theory will be included.
GERM BC3050 German Migrant Literature. 3 points.
Prerequisites: GERM UN2102, Sophomore standing or the equivalent or permission of the instructor.
Examination of migration and the nomadic experience in the 19th and 20th centuries. Emphasis on the comprehension and construction of the "other" culture by travelers and migrants in fictional texts; and on questions of orientalism, colonialism, and multiculturalism. Texts by Chamosso, Heine, Seghers, Th. Mann, Ören, Atabay, Deleuze, Said, and Sassen.

GERM BC3057 Close-ups: German Literature and Photography. 3 points.
Not offered during 2017-18 academic year.
Discusses the profound influence of photography on modern literature and intellectual debates in the 20th century. Emphasis on creative and critical responses to documentary and aesthetic traditions of this visual medium. Foci are photographic evidence, montage, memory, sensationalism. Authors/Photographers: Benjamin, Rilke, Th. Mann, Tucholsky, Chr. Wolf, Sebald, Sander, Blossfeldt.

GERM BC3061 Senior Seminar/Tutorial. 4 points.
Not offered during 2017-18 academic year.
German majors will write their senior thesis under the supervision of the instructor.

GERM BC3062 Senior Essay: Literature or German Studies. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: Open to senior majors. Permission of instructor required. Supervised research into German literatures and cultures culminating in a critical paper. Regular consultations with the instructor at hours to be arranged.

GERM BC3215 From Text to Screen: German Literature and Film. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: Sophomore standing or the equivalent or permission of the instructor.
Survey of screen adaptations of literary texts beginning with Weimar cinema and proceeding through to the present with a particular focus on cinematic modes of narration, spectatorship, and visual pleasure, as well as on the role of institutional frameworks. Readings in neo-Marxist, psychoanalytic and semiotic film theory. Texts by Wedekind, Fontane, H. Mann, and Musil and films by Pabst, Fassbinder, Wenders, and Trotta. [In English, extra sessions for German majors.]

GERM BC3224 Germany’s Traveling Cultures. 3 points.
Examines accounts of traveling or living in South America, Africa, and Germany from a postcolonial and transnational perspective. Discussion of German explorers, colonialism, global tourism, multiculturalism, focusing on the relationship between mobility and the formation of African, Jewish, Turkish bicultural identities in different historical contexts and geographical settings. Close attention to the role of language, ideology, and itinerary in visual, aural, and written records by A.v.Humboldt, Merian, J. Baker, Massaquoi, Wackwitz, Oezdamar, Akin. (This is the same course as BC3224, without the weekly discussions in German.)

GERM BC3232 From Decadence to Dada. 3 points.
Not offered during 2017-18 academic year.
Examines the transition from Viennese Modernism to Expressionism and Dada. Topics include: the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salomé. Film and montage by Hannah Höch, and others. (In English.)

GERM BC3233 From Decadence to Dada. 4 points.
Not offered during 2017-18 academic year.
Examines the transition from Viennese Modernism to Expressionism and Dada. Topics include: the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salomé. Film and montage by Richter, Höch, and Hausmann. This is the same course as GERM 3232 with the addition of weekly discussions in German for majors.

GERM GU4520 Ariadne’s Thread: Contemporary German Women Writers [In German]. 3 points.
Not offered during 2017-18 academic year.
Examines prose works of women writers in the late 20th c. century; emphasis on new modes of writing and topical issues such as family conflicts, cultural memories of Eastern Europe, the Balkan wars, the impact of media; discussions are informed by theorists such as L.Adelson, S.Benhabib, N.Fraser; focus on inequality and gender-conscious views of the politized personal or cosmopolitan plurality. Readings incl. I.Bachmann, J.Franck, K.Hacker, Y.Kara, H.Müller, J.Zeh and others.

Columbia Courses
GERM UN1101 Elementary German Language Course, I. 4 points.
Upon completion of the course, students understand, speak, read, and write German at a level enabling them to communicate with native speakers about their background, family, daily activities, student life, work, and living quarters. Daily assignments and laboratory work.
students to understand, speak, read, and write in German. Topics
This intensive semester provides all of elementary German enabling
Equivalent to
Daily assignments and laboratory work.

GERM UN1102 Elementary German Language Course, II. 4 points.
Prerequisites: GERM UN1101 or the equivalent.
Students expand their communication skills to include travel,
storytelling, personal well-being, basic economics, and recent historical
events. Daily assignments and laboratory work.

GERM UN2102 Intermediate German II. 4 points.
Prerequisites: GERM UN2101 or the equivalent.
Language study based on texts concerning culture and literature.
Assignments include compositions in German and exercises of
grammatical forms, both related to the texts. Class discussions in
German provide oral and aural practice.

GERM UN1125 Accelerated Intermediate German I & II. 8 points.
Equivalent to GERM V1101-V1102.
This intensive semester provides all of elementary German enabling
students to understand, speak, read, and write in German. Topics
range from family and studies to current events. Conducted entirely in
German, requirements include oral and written exams, essays, German-
culture projects, and a final exam.
students greater proficiency in speaking, reading, and writing German, while focusing on topics from German society today through German newspapers and periodicals.

**Fall 2017: GERM UN3001**

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**GERM UN3002 Advanced German II: Vienna. 3 points.**

Corequisites: Course either taken before or after GERM V3001. Intensive practice in oral and written German. Discussions, oral reports, and weekly written assignments, based on material of topical and stylistic variety taken from German press and from literary sources.

**Spring 2018: GERM UN3002**

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**GERM UN3333 Introduction To German Literature [in German]. 3 points.**

Prerequisites: GERM UN2102 or the equivalent. Examines short literary texts and various methodological approaches to interpreting such texts in order to establish a basic familiarity with the study of German literature and culture.

**Fall 2017: GERM UN3333**

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**History**

204 LeFrak Center
212-854-2159

Department Administrative Assistant: Sully Rios

**Mission**

History encompasses the whole of human experience, helping us understand ourselves in the context of our times and traditions through the study of times and traditions other than our own. History means not only the record of the past but also the discipline of investigating and interpreting the past. The study of history develops habits of critical thinking and effective writing, as well as it cultivates the careful analysis of various types of quantitative and qualitative evidence. It should be of value not only to undergraduates who intend to pursue advanced degrees in the field, but also to students interested in exploring the diversity and complexity of the human past, even as they hone their analytical and expository skills.

**Student Learning Outcomes**

Students graduating with a major in History should be able to attain the following objectives:

- Use and evaluate primary materials through critical reading and interpretation
- Understand the difference between primary materials and secondary materials
- Use and evaluate secondary materials through critical reading and interpretation
- Develop critical writing skills
- Gain exposure to theories and methods of historical study
- Explore in depth and gain a good acquaintance with the history of a geographic area, a period, or a theme

**Requirements for the Major**

Students who intend to major in history should consult a member of the department in their sophomore year to plan their academic programs. The history major requires a minimum of eleven courses, eight in the area of concentration and three outside the area of concentration. Six of the eleven required courses must be classes taken at Barnard or Columbia.

The 11 required courses must include:

1. Three introductory survey courses (i.e., 1000-level courses in American and European History, or their 3000-level equivalents in all other historical areas, chosen in consultation with adviser). One of these must be in the area of concentration. Students with AP credits may substitute advanced course(s) for introductory courses, although AP credits may not be counted towards the 11 required courses.
2. Two seminars, one of which must be taken at Barnard or Columbia.
3. The two-semester senior research seminar (HIST BC3391 Senior Research Seminar–HIST BC3392 Senior Research Seminar). The Senior Thesis must be taken in sequence over two semesters, beginning in the Fall and continuing through the Spring.
4. Four additional courses.

Majors may, with the approval of their advisers, take two of their 11 courses outside of the department, provided that such courses are closely related to their concentrations.

Eight courses are required for a concentration.
Students may choose to focus their study of history on a region (such as Africa, Asia, Europe, Latin America, South Asia), period (such as ancient, medieval, early modern), or theme (thematic concentrations and sample courses are listed below).

## Thematic Concentrations

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<td>HIST BC3327</td>
<td>Consumer Culture in Modern Europe</td>
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<td>HIST BC3332</td>
<td>The Politics of Leisure in Modern Europe</td>
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<td>HIST BC3360</td>
<td>London: From Great Wen to World City</td>
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<td>HIST W3441</td>
<td>Making of the Modern American Landscape</td>
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<td>HIST W3535</td>
<td>History of the City of New York</td>
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<td>HIST BC3651</td>
<td>Jewish Tales from Four Cities: The Immigrant Experience in New York, Buenos Aires, Paris and London</td>
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Related courses from other departments:
- ARCH V3114 Making the Metropolis: Urban Design and Theories of the City since 1850

### Gender, Sexuality, and the Family

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<td>HIST BC2840</td>
<td>Topics in South Asian History</td>
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<td>Selected Topics in American Women's History</td>
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<td>Body Histories: The Case of Footbinding</td>
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<td>HIST W4103</td>
<td>Empires and Cultures of the Early Modern Atlantic World</td>
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<td>HIST W4120</td>
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Related courses from other departments:
- WMST BC3509 Gender, Knowledge and Science in Modern European History
- HSEA W4886 Gender, Passions and Social Order In China Since 1500
- HSEA GU4893 Family in Chinese History

### Labor

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### Empires and Colonialism

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<td>HIST BC1801</td>
<td>Colonialism and Nationalism in South Asia</td>
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<td>Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism</td>
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<tr>
<td>HIST BC2321</td>
<td>Colonial Encounters: Europe and the Culture of Empire</td>
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### Money and Markets

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<tr>
<td>HIST BC3062</td>
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<tr>
<td>HIST BC3119</td>
<td>Capitalism and Enlightenment</td>
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<tr>
<td>HIST BC3327</td>
<td>Consumer Culture in Modern Europe</td>
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<tr>
<td>HIST BC3332</td>
<td>The Politics of Leisure in Modern Europe</td>
<td>4</td>
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<tr>
<td>HIST W3411</td>
<td>The Rise of American Capitalism</td>
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<tr>
<td>HIST BC3886</td>
<td>Fashion</td>
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<tr>
<td>HIST BC3905</td>
<td>Capitalism, Colonialism, and Culture: A Global History</td>
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### Science and Society

<table>
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<tr>
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<tbody>
<tr>
<td>CSER W3222</td>
<td>Nature and Power: Environmental History of the US</td>
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<td>HIST BC2305</td>
<td>Bodies and Machines</td>
<td>3</td>
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<tr>
<td>HIST BC3368</td>
<td>History of the Senses</td>
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<tr>
<td>HIST BC3903</td>
<td>Reacting to the Past III: Science and Society</td>
<td>4</td>
</tr>
<tr>
<td>HIST BC3909</td>
<td>History of Environmental Thinking</td>
<td>4</td>
</tr>
<tr>
<td>HIST BC3064</td>
<td>Medieval Science and Society</td>
<td>4</td>
</tr>
<tr>
<td>HIST W3103</td>
<td>Alchemy, Magic &amp; Science</td>
<td>3</td>
</tr>
<tr>
<td>HIST W3112</td>
<td>The Scientific Revolution in Western Europe: 1500-1750</td>
<td>3</td>
</tr>
<tr>
<td>HIST W3441</td>
<td>Making of the Modern American Landscape</td>
<td>3</td>
</tr>
<tr>
<td>HIST BC3592</td>
<td>Maritime History Since the Civil War</td>
<td>4</td>
</tr>
<tr>
<td>HIST W4584</td>
<td>Race, Technology, and Health</td>
<td>4</td>
</tr>
<tr>
<td>HIST W4305</td>
<td>The European Enlightenment</td>
<td>4</td>
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Related courses from other departments:
- WMST BC3509 Gender, Knowledge and Science in Modern European History

### Nationalisms

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>HIST BC1801</td>
<td>Colonialism and Nationalism in South Asia</td>
<td>3</td>
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<tr>
<td>HIST BC3672</td>
<td>Perspectives on Power in 20th Century Latin America</td>
<td>4</td>
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<tr>
<td>HIST W3719</td>
<td>History of the Modern Middle East</td>
<td>3</td>
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<tr>
<td>HIST W3628</td>
<td>History of the State of Israel, 1948-Present</td>
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### The Atlantic World

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<tr>
<td>HIST W3800</td>
<td>Gandhi's India</td>
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<tr>
<td>HIST BC2180</td>
<td>Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism</td>
<td>3</td>
</tr>
<tr>
<td>HIST BC2494</td>
<td>Era of Independence in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>HIST BC3323</td>
<td>The City in Europe</td>
<td>4</td>
</tr>
<tr>
<td>HIST W3663</td>
<td>Mexico From Revolution To Democracy</td>
<td>3</td>
</tr>
<tr>
<td>HIST BC3672</td>
<td>Perspectives on Power in 20th Century Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HIST W3432</td>
<td>The United States In the Era of Civil War and Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIST W4483</td>
<td>Military History and Policy</td>
<td>4</td>
</tr>
<tr>
<td>HIST W4518</td>
<td>Research Seminar: Columbia and Slavery</td>
<td>4</td>
</tr>
<tr>
<td>HIST W4509</td>
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<tr>
<td>HIST W4865</td>
<td>Vietnam War: History, Media, Memory</td>
<td>4</td>
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<tr>
<td>HIST W3997</td>
<td>World War II in History and Memory</td>
<td>3</td>
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<tr>
<td>HIST W3412</td>
<td>Revolutionary America, 1750-1815</td>
<td>3</td>
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<tr>
<td>HIST W3491</td>
<td>U.S. Foreign Relations, 1890-1990</td>
<td>3</td>
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**Related courses from other departments:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOCI UN3235</td>
<td>Social Movements: Collective Action</td>
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### Intellectual History

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HIST BC2466</td>
<td>American Intellectual History Since 1865</td>
</tr>
<tr>
<td>HIST BC3423</td>
<td>Origins of the Constitution</td>
</tr>
<tr>
<td>HIST BC3546</td>
<td>The Fourteenth Amendment and Its Uses</td>
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<tr>
<td>HIST BC3119</td>
<td>Capitalism and Enlightenment</td>
</tr>
<tr>
<td>HIST BC3543</td>
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<tr>
<td>HIST BC2457</td>
<td>A Social History of Columbia University</td>
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<tr>
<td>HIST BC3064</td>
<td>Medieval Science and Society</td>
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<td>HIST BC3062</td>
<td>Medieval Economic Life and Thought to 1500</td>
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<td>HIST BC3324</td>
<td>Vienna and the Birth of the Modern</td>
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<td>HIST BC3909</td>
<td>History of Environmental Thinking</td>
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<td>HIST BC3423</td>
<td>Origins of the Constitution</td>
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<tr>
<td>HIST W3103</td>
<td>Alchemy, Magic &amp; Science</td>
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<tr>
<td>HIST W3528</td>
<td>The Radical Tradition in America</td>
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<td>HIST W4305</td>
<td>The European Enlightenment</td>
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<td>HIST W3926</td>
<td>Historical Origins of Human Rights</td>
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**Related courses from other departments:**

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<th>Course Code</th>
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<tbody>
<tr>
<td>ANTH V3983</td>
<td>Ideas and Society in the Caribbean</td>
</tr>
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### Rights, Citizenship, and the Law

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIST BC3423</td>
<td>Origins of the Constitution</td>
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<tr>
<td>HIST BC3546</td>
<td>The Fourteenth Amendment and Its Uses</td>
</tr>
<tr>
<td>HIST BC3672</td>
<td>Perspectives on Power in 20th Century Latin America</td>
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<tr>
<td>HIST W4518</td>
<td>Research Seminar: Columbia and Slavery</td>
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<tr>
<td>HIST W3432</td>
<td>The United States In the Era of Civil War and Reconstruction</td>
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<tr>
<td>HIST W4404</td>
<td>Native American History</td>
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<td>HIST W4865</td>
<td>Vietnam War: History, Media, Memory</td>
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<td>HIST W3997</td>
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<tr>
<td>HIST W3412</td>
<td>Revolutionary America, 1750-1815</td>
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<tr>
<td>HIST W3491</td>
<td>U.S. Foreign Relations, 1890-1990</td>
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**Related courses from other departments:**

<table>
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<th>Course Code</th>
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<tr>
<td>CLCV V3162</td>
<td>Ancient Law</td>
</tr>
<tr>
<td>HSEA W4869</td>
<td>History of Ancient China to the End of Han</td>
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<tr>
<td>HSEA W3862</td>
<td>The History of Korea to 1900</td>
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<tr>
<td>HSEA UN3898</td>
<td>The Mongols in History</td>
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<tr>
<td>HSME W3854</td>
<td>East Mediterranean in the Late Bronze Age</td>
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<tr>
<td>PHIL UN2101</td>
<td>The History of Philosophy I: Presocratics to Augustine</td>
</tr>
<tr>
<td>ANTH W4344</td>
<td>Inka Empire</td>
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</table>

**Barnard history courses are numbered to reflect the type of course and world region:**

**By course type:**

- 1000-level: introductory lecture courses
- 2000-level: other undergraduate lecture courses
- 3000-level: undergraduate seminars

**By world region/epoch:**

- x000-x059: Ancient
- x060-x099: Medieval
- x1xx-x199: Early Modern Europe
- x2xx-x299: East Central Europe
- x3xx-x399: Modern Western Europe
- x4xx-x599: United States
- x600-x659: Jewish
- x660-x699: Latin America
- x700-x759: Middle East
- x760-x799: Africa
- x800-x859: South Asia
- x860-x899: East Asia
- x900-x999: Research, Historiography, Trans-National
The senior research seminar, in which students write their senior essays (30-50 pages), represents the culmination of the undergraduate history major. Students should discuss tentative topics with their advisers by the end of the junior year. Halfway through the first semester of the senior year students must submit a formal prospectus defining the problem under investigation, outlining the issues involved, and identifying the primary and secondary sources consulted. They must draft part of the essay by the end of the Fall semester, then complete their research and writing in the Spring.

Requirements for the Minor

The minor in history requires five courses, four in an area of concentration and one outside the concentration. The five courses must include one seminar. At least three of the minimum five courses must be Barnard or Columbia courses. Students planning to minor in history should consult the department chair.

HIST BC1062 Introduction to Later Middle Ages: 1050-1450. 4 points.

Social environment, political, and religious institutions, and the main intellectual currents of the Latin West studied through primary sources and modern historical writings.

HIST BC1101 Introduction to European History: Renaissance to French Revolution. 4 points.

Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment.

HIST BC1102 Introduction to European History: French Revolution to the Present. 4 points.

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism.

HIST BC1401 Survey of American Civilization to the Civil War. 4 points.
The major theological and social concerns of 17th-century English colonists; the political and ideological process of defining an American; the social and economic forces that shaped a distinctive national identity; the nature of the regional conflicts that culminated in civil war.

Fall 2017: HIST BC1401

<table>
<thead>
<tr>
<th>Course</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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<tr>
<td>HIST 1401</td>
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<td>M W 2:40pm - 3:55pm</td>
<td>Herbert Sloan</td>
<td>4</td>
<td>23/60</td>
</tr>
<tr>
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<td>302 Barnard Hall</td>
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</table>

HIST BC1402 Survey of American Civilization Since the Civil War. 4 points.

Examines the major intellectual and social accommodations made by Americans to industrialization and urbanization; patterns of political thought from Reconstruction to the New Deal; selected topics on post-World War II developments.

Spring 2018: HIST BC1402

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<tr>
<th>Course</th>
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<td>Robert McCaughey</td>
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HIST BC1760 Introduction to African History: 1700-Present. 4 points.

Corequisites: Students who take this course may also take Introduction to Africa Studies: Africa Past, Present, and Future.

Spring 2018: HIST BC1760

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<tr>
<th>Course</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>Absiode George</td>
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<td>304 Barnard Hall</td>
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</table>

HIST BC1801 Colonialism and Nationalism in South Asia. 3 points.

Not offered during 2017-18 academic year.

Introduction to South Asian history (17-20 c.) that explores the colonial economy and state formation; constitution of religious and cultural identities; ideologies of nationalism and communalism, caste and gender politics; visual culture; and the South Asian diaspora.

HIST BC2116 The History of Money. 3 points.
Examining the history of money and the history of ways of thinking about money. We investigate how different monetary forms developed and how they have shaped and been shaped by culture, society, and politics. Tracing money from gift-giving societies to the European Monetary Union, the focus is on early modern Europe.

HIST BC2180 Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism. 3 points.
Examines how the Atlantic Ocean and its boundaries were tied together through the flow of people, goods, and ideas. Studies the cultures of the communities formed by merchants, pirates, and slaves; investigates how their interactions and frictions combined to shape the unique combination of liberty and oppression that characterizes early modern capitalism.

**HIST BC2230 Central Europe: Nations, Culture, and Ideas. 3 points.**
**Not offered during 2017-18 academic year.**

The making and re-making of Central Europe as place and myth from the Enlightenment to post-Communism. Focuses on the cultural, intellectual, and political struggles of the peoples of this region to define themselves. Themes include modernization and backwardness, rationalism and censorship, nationalism and pluralism, landscape and the spatial imagination.

**HIST BC2255 Democracy and Dictatorship: Italy, the Balkans, and Turkey Between the Two World Wars. 3 points.**

The course examines the social, economic and political impact World War I had on the Balkans, Italy, and Turkey. In particular, the growing influence of fascism from its birthplace in Italy to its emergence in various forms throughout the Balkans will be the central theme in the course.

**HIST BC2305 Bodies and Machines. 3 points.**
**Not offered during 2017-18 academic year.**

Situates key scientific and technological innovations of the modern era in their cultural context by focusing on the interactions between bodies and machines. Through our attention to bodily experience and material culture, we will explore the ways in which science and technology have shaped and been shaped by the culture of modernity.

**HIST BC2321 Colonial Encounters: Europe and the Culture of Empire. 3 points.**

Examines the shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism.

**HIST BC2374 France in Modern Times, 1789-Present. 4 points.**
**Not offered during 2017-18 academic year.**

Explores the history of modern France in its wider European Mediterranean and imperial contexts. Major themes include: republicanism and rights; revolution and reaction; terror and total war; international rivalry and imperial expansion; cultural and political avant-gardes; violence and national memory; decolonization and postcolonial migration; May '68 and temporary challenges to the republican model.

**HIST BC2380 Social and Cultural History of Food in Europe. 3 points.**
Prerequisites: Previous course in history strongly recommended. Course enables students to focus on remote past and its relationship to social context and political and economic structures; students will be asked to evaluate evidence drawn from documents of the past, including tracts on diet, health, and food safety, accounts of food riots, first-hand testimonials about diet and food availability. A variety of perspectives will be explored, including those promoted by science, medicine, business, and government.

**HIST BC2388 Introduction to History of Science since 1800. 3 points.**

How has modern science acquired its power to explain and control the world? What are the limits of that power? Topics: the origins of scientific institutions and values; the rise of evolutionary thought and Darwin’s impact; the significance of Einstein’s physics; ecology and environmental politics; the dilemmas of scientific warfare.

**HIST BC2401 The Politics of Crime and Policing in the US. 3 points.**
This course will examine the historical development of crime and the criminal justice system in the United States since the Civil War. The course will give particular focus to the interactions between conceptions of crime, normalcy and deviance, and the broader social and political context of policy making.

**HIST BC2408 Emerging Cities: 19th Century Urban History of the Americas and Europe. 4 points.**

Urban history of 19th century cities in Europe and the Americas. First, we study the economic, geographic, and demographic changes that produced 19th century urbanization in the Western world. Second, we examine issues of urban space: density, public health, housing conditions, spatial reforms, and the origins of the modern city planning.
Development of constitutional doctrine, 1787 to the present. The Constitution as an experiment in Republicanism; states’ rights and the Civil War amendments; freedom of contract and its opponents; the emergence of civil liberties; New Deal intervention and the crisis of the Court; and the challenge of civil rights.

HIST BC2440 Intro to African American History. 4 points.

HIST BC2457 A Social History of Columbia University. 3 points.
Not offered during 2017-18 academic year.

Traces the University’s history from 1754 to the present; will focus on institutional interaction with NYC, governance and finance, faculty composition and the undergraduate extra-curriculum; attention also to Columbia professional schools and Barnard College.

HIST BC2466 American Intellectual History Since 1865. 3 points.
Not offered during 2017-18 academic year.

Examination of the major ideas engaging American intellectuals from Appomattox to the present, with special attention to their institutional settings. Topics include Darwinism, the rise of the professoriate, intellectual progressivism, inter-war revisionism, Cold War liberalism, and neoconservatism.

HIST BC2482 Revolutionary American 1763-1815. 3 points.

How did thirteen diverse British colonies become a single boisterous but fragile new nation? Historians still disagree about the causes, motives, and meanings surrounding the founding of the United States of America. Major themes include the role of ideologies, material interests, global contexts, race, gender, and class.

HIST BC2567 Women, Gender and Sexuality in the 20th Century U.S.. 3 points.
Using an intersectional framework, this course traces changing notions of gender and sexuality in the 20th century United States. The course examines how womanhood and feminism were shaped by class, race, ethnicity, culture, sexuality and immigration status. We will explore how the construction of American nationalism and imperialism, as well as the development of citizenship rights, social policy, and labor organizing, were deeply influenced by the politics of gender. Special emphasis will be placed on organizing and women’s activism.

I would also like to change the title of the course (couldn’t figure out how to do this on-line) to:

Women, Gender and Sexuality in the 20th Century

Fall 2017: HIST BC2567
Course Number: 2567
Section/Call Number: 001/07622
Times/Location: M W 10:10am - 11:25am
Instructor: Premilla Nadasen
Points: 3
Enrollment: 41/52

Not offered during 2017-18 academic year.

Prerequisites: NONE
The founding, growth, and present condition of American colleges and universities, with particular attention to the social history of Columbia University. Issues of governance, faculty rights and responsibilities, student activism and the public perception of institutions of higher learning will be considered.

HIST UN2661 Modern Latin American History (Latin American Civilization II). 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Explores major themes in Latin American history from the independence period to the present. It will trace economic, political, intellectual, and cultural trends. Particular attention will be given to the enduring issue of social and racial inequality and the ways that the interactions of dominant and subordinate groups have helped shape the course of Latin American history.

HIST BC2664 Reproducing Inequalities: Families in Latin American History. 3 points.
Not offered during 2017-18 academic year.

Explores changing structures and meanings of family in Latin America from colonial period to present. Particular focus on enduring tensions between "prescription" and "reality" in family forms as well as the articulation of family with hierarchies of class, caste, and color in diverse Latin American societies.

HIST BC2676 Latin America: Migration, Race, and Ethnicity. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Not offered during 2017-18 academic year.

Examines immigrations to Latin America from Europe, Africa, and Asia and the resulting multiracial societies; and emigration from Latin America and the formation of Latino communities in the U.S., Europe, and elsewhere. Analyzes the socioeconomic and discursive-cognitive construction of ethno-racial identities and hierarchies, and current debates about immigration and citizenship.

HIST BC2681 Women and Gender in Latin America. 3 points.
Not offered during 2017-18 academic year.

Examines the gendered roles of women and men in Latin American society from the colonial period to the present. Explores a number of themes, including the intersection of social class, race, ethnicity, and gender; the nature of patriarchy; masculinity; gender and the state; and the gendered nature of political mobilization.
HIST BC2682 Modern Latin American History. 3 points.
Not offered during 2017-18 academic year.
See W3661 Modern Latin American History (Latin American CivIl). 
Explores major themes in Latin American history from independence to the present, with a special focus on the evolution of socio-racial inequality, political systems, and U.S.-Latin America relations. We will discuss not only "what happened" in Latin America's past, but how historians know what they know, the sources and methods they use to write history, and the theoretical frameworks they employ to interpret the past.

HIST BC2803 Gender and Empire. 3 points.
Not offered during 2017-18 academic year.
Examines how women experienced empire and asks how their actions and activities produced critical shifts in the workings of colonial societies worldwide. Topics include sexuality, the colonial family, reproduction, race, and political activism.

HIST BC2840 Topics in South Asian History. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: Some background in non-Western history is recommended.
Examines caste and gender as an important lens for understanding the transformations of intimate life and political culture in colonial and post-colonial India. Topics include: conjugality; popular culture violence, sex and the state; and the politics of untouchability.

HIST BC2855 Decolonization: Studies in Political Thought and Political History. 3 points.
Not offered during 2017-18 academic year.
This course will take the historical fact of decolonization in Asia and Africa as a framework for understanding the thought of anticolonial nationalism and the political struggles that preceded it, and the trajectories of postcolonial developmentalism and the contemporary new world order.

HIST BC2865 Gender and Power in China. 3 points.
This course explores the power dynamics of gender relations in Chinese history and contemporary society. Specifically, we seek to understand how a range of women--rulers, mothers, teachers, workers, prostitutes, and activists--exercised power by utilizing available resources to overcome institutional constraints.

HIST BC2978 20th Century Cities: Americas and Europe. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: None
Urban history of 20th century cities in the Americas and Europe. Examines the modern city as ecological and production system, its form and built environment, questions of housing and segregation, uneven urban development, the fragmentation of urban society and space. Course materials draw on cities in the Americas and Europe. General Education Requirement: Historical Studies (HIS). General Education Requirement: Social Analysis (SOC).

HIST BC2980 World Migration. 3 points.
Overview of human migration from pre-history to the present. Sessions on classical Rome, Jewish diaspora; Viking, Mongol, and Arab conquests; peopling of New World, European colonization, and African slavery; 19th-century European mass migration; Chinese and Indian diasporas; resurgence of global migration in last three decades, and current debates.

HIST BC3062 Medieval Economic Life and Thought ca 1000 to 1500. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith.

HIST BC3064 Medieval Science and Society. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools.

HIST BC3119 Capitalism and Enlightenment. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools.

HIST BC3119 Capitalism and Enlightenment. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools.
A social history of the city in Europe from early modern times; the economic, political, and intellectual forces influencing the growth of Paris, London, Vienna, and other urban centers.

**HIST BC3324 Vienna and the Birth of the Modern.** 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15.
RegISTRATION required.
Examines Vienna from the 1860s through the 1930s as the site of intellectual, political, and aesthetic responses to the challenges of modern urban life. Through readings in politics, literature, science, and philosophy, as well as through art and music, we explore three contested elements of personal identity: nationality, sexuality, and rationality.

**HIST BC3327 Consumer Culture in Modern Europe.** 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15.
RegISTRATION required.
The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images.

**HIST BC3332 The Politics of Leisure in Modern Europe.** 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15.
RegISTRATION required.
The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images.

**HIST BC3340 Mexican Migration in the US.** 3 points.
Examines the history of Mexican migration in the United States since the end of the XIX century. The course will analyze the role played by U.S. immigration policy, the labor demands of U.S. employers, the social and economic conditions of Mexico, and the formation of Mexican immigrant communities.

**HIST BC3423 Origins of the Constitution.** 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15.
RegISTRATION required.
An examination of the creation of the Constitution; consequences of independence; ideological foundations; the Articles of Confederation and the Critical Period; the nationalist movement and the Convention; anti-federalism and ratification; and the Bill of Rights. Readings from selected secondary and primary sources, including The Federalist.
HIST BC3444 Freedom Dreams: Struggles for Justice in the U.S. and Beyond. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
This course will interrogate freedom as a conceptual category and explore how the meaning and practice of freedom has been deployed in different historical moments. We will consider how gender, race, sexuality, slavery, colonization, work and religion influenced thinking about individual and collective notions of freedom.

HIST BC3456 The Craft of Urban History. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
This seminar introduces students to the key issues and the interdisciplinary practice of modern urban history. Readings draw from the scholarly literature on 19th and 20th century cities from across Europe and the Americas. We explore economic, spatial, ethnographic, and cultural approaches to studying modern cities.

HIST BC3479 Colonial Gotham: The History of New York City, 1609-1776. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
How did a tiny Dutch outpost become a bustling colonial urban society and a major port in the British Empire? New York City's first two centuries offer more than just "pre-history" to the modern metropolis. Topics include frontier wars, slave conspiracies, religious revivals, conflicts between legitimate and contraband economies.

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HIST BC3546 The Fourteenth Amendment and Its Uses. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The role of the 14th Amendment in shaping the modern American Constitution; theories of judicial review; the rise and fall of economic due process; the creation of civil liberties; the civil rights revolution; and the end of states' rights.

HIST BC3587 Remembering Slavery: Critiquing Modern Representations of the Peculiar Institution. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The enslavement of people of African descent signifies a crucial historical and cultural marker not only for African-Americans but also for Americans in general. We will interrogate how and why images of slavery continue to be invoked within the American sociocultural landscape (e.g., in films, documentaries, historical novels, and science fiction).

HIST BC3592 Maritime History Since the Civil War. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor and prior course in 19th - 20th century European/American History. Enrollment limited to 15. Preregistration required.
Critical consideration of the maritime aspects of American life and culture since the Civil War: rise of American sea power, peaking of American maritime commerce and labor; historic seaports and coastal areas as recreational resources; marine science and environmentalist concerns in shaping recent American maritime policies. Seminar will make extensive use of the web for resources and communication.

HIST BC3651 Jewish Tales from Four Cities: The Immigrant Experience in New York, Buenos Aires, Paris and London. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Examines Jewish immigrant experience in New York, Buenos Aires, London, and Paris, c.1880-1930. Focus on the Old World origins of the arrivals, the formation of neighborhoods, ethnic institutions, family, work, cultural expressions, and relations with the rest of society. Based on readings and primary research (newspapers, letters, songs, photographs, etc.).

HIST BC3666 Origin Stories: Race, Genealogy, and Citizenship. 4 points.
Not offered during 2017-18 academic year.
Explores historical constructions of heredity, origins, and identity in the modern world in terms of family/genealogy; race/ethnicity; and citizenship. Drawing on evidence from diverse societies around the globe, considers how science, law, and culture define origins and how definitions have changed over time. Interdisciplinary focus ranges across history, anthropology, sociology, and cultural studies.

HIST BC3669 Inequalities: Interdisciplinary Perspectives on Latin America. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Examines the role of the 14th Amendment in shaping the modern American Constitution; theories of judicial review; the rise and fall of economic due process; the creation of civil liberties; the civil rights revolution; and the end of states' rights.

HIST BC3672 Perspectives on Power in 20th Century Latin America. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Examination of recent Latin American historiography concerns with power in the context of 20th-Century Latin America. Focus on such diverse topics as the Mexican Revolution and migrant culture in Costa Rica, labor mobilization in Chile and the dirty war in Argentina. Themes include the relationship between popular culture and the state; the power of words and the power of symbols; structure and agency; the role of the law; the relationship between leaders and followers; and the intersections of gender, race, and power.

HIST BC3763 Children and Childhood in African History. 4 points.


Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

This course focuses on the history of childhood and youth in African societies and how young people as historical agents have impacted the social histories of their communities. How did young Africans live in past times? What forces shaped understanding of their status as children or youth? How have major historical processes such as colonialism, industrialization, apartheid, and liberation, neocolonialism, and neoliberalism impacted and been impacted by children and youth in Africa? What roles have young people themselves played in the making of African histories? These questions will be explored in course readings, discussions, and students' original research projects.

HIST BC3771 Critical Perspectives on the Mobilization of Race and Ethnicity on the Continent and in the Study of Africa. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Sophomore Standing. Critically examines the relationship between social difference and narratives and practices of power in historical and contemporary African publics. Race and Ethnicity are the key axes of social difference that will be examined. Other axes of difference such as gender, sexuality, class, caste, generation and nationality will also be examined through points of intersection with race and ethnicity.

HIST BC3788 Gender, Sexuality, and Power from Colonial to Contemporary Africa. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

This course deals with the scholarship on gender and sexuality in African history. The central themes of the course will be changes and continuities in gender performance and the politics of gender and sexual difference within African societies, the social, political, and economic processes that have influenced gender and sexual identities, and the connections between gender, sexuality, inequality, and activism at local, national, continental, and global scales.

HIST BC3791 Lagos: From Pepper Farm to Megacity. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Examines the many Lagoses that have existed over time, in space, and in the imagination from its origins to the 21st century. This is a reading, writing, viewing, and listening intensive course. We read scholarly, policy-oriented, and popular sources on Lagos as well as screening films and audio recordings that feature Lagos in order to learn about the social, cultural, and intellectual history of this West African megalopolis.

HIST BC3805 Caste, Power, and Inequality. 4 points.


Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Draws on the experiences of life and thought of caste subalterns to explore the challenges to caste exploitation and inequality.

HIST BC3830 Bombay/Mumbai and Its Urban Imaginaries. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Explores the intersections between imagining and materiality in Bombay/Mumbai from its colonial beginnings to the present. Housing, slums, neighborhoods, streets, public culture, contestation, and riots are examined through film, architecture, fiction, history and theory. It is an introduction to the city; and to the imaginative enterprise in history.

Fall 2017: HIST BC3830

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<td>001/05876</td>
<td>Th 4:10pm - 6:00pm</td>
<td>Anupama Rao</td>
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HIST BC3861 Body Histories: The Case of Footbinding. 4 points.


Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

The deceptively small subject of footbinding provides a window into the larger family dynamics and sexual politics in Chinese history and society. Explores the multiple representations of footbinding in European travelogues, ethnographic interviews, Chinese erotic novels and prints, and the polemics of modern and feminist critiques.

HIST BC3866 Fashion in China. 3 points.


Not offered during 2017-18 academic year.

This course challenges the long-standing association of fashion with the West. We will trace the transformation of China’s sartorial landscape from the premodern era into the present. Using textual, visual, and material sources, we will explore: historical representations of dress in China; the politics of dress; fashion and the body; women’s labor; consumption and modernity; industry and the world-market. We will also read key texts in fashion studies to reflect critically on how we define fashion in different historical and cultural contexts. Our approach will be interdisciplinary, embracing history, anthropology, art, and literature.

Field(s): EA

HIST BC3870 Gender and Migration: A Global Perspective. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Sophomore Standing.

Explores migration as a gendered process and what factors account for migratory differences by gender across place and time; including labor markets, education demographic and family structure, gender ideologies, religion, government regulations and legal status, and intrinsic aspects of the migratory flow itself.

HIST BC3879 Feminist Traditions in China. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Background in Women's Studies and/or Chinese Studies helpful, but not necessary. Sophomore standing. Enrollment limited to 15. Preregistration required.

Explores the intellectual, social and cultural grounds for the establishment and transmission of feminist traditions in China before the 19th century. Topics include pre-modern Chinese views of the body, self, gender, and sex, among others. Our goal is to rethink such cherished concepts as voice, agency, freedom, and choice that have shaped the modern feminist movement.

HIST BC3886 Fashion. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: At least one course in a Non-U.S. Area in History, Literature, Anthropology, Film Studies or Art History. Permission of the instructor. Enrollment limited to 15. Preregistration required.

Investigates the cultural, material and technological conditions that facilitated the development of "fashion systems" in early modern Europe, Japan and contemporary Asian diasporic communities. In the global framework, "fashion" serves as a window into the politics of self-presentation, community formation, structure of desires, and struggles over representation.

HIST BC3901 Reacting to the Past II. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 20. Preregistration required. Reacting I, a First-Year seminar, is recommended.

Collision of ideas in two of the following three contexts: "Rousseau, Burke and Revolution in France, 1791;" "The Struggle for Palestine: The British, Zionists, and Palestinians in the 1930s," or "India on the Eve of Independence, 1945".

HIST BC3903 Reacting to the Past III: Science and Society. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Not offered 2008-09. Permission of the instructor. Enrollment limited to 15. Preregistration required.

HIST BC3904 Introduction to Historical Theory and Method. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Preference to JUNIOR and SOPHOMORE Majors. Fulfills General Education Requirement (GER); Historical Studies (HIS); Reason and Value
Confronts a set of problems and questions attached to the writing of good history by examining the theories and methods historians have devised to address these problems. Its practical focus: to prepare students to tackle the senior thesis and other major research projects. The reading matter for this course crosses cultures, time periods, and historical genres. Fulfills all concentrations within the history major.

Fall 2017: HIST BC3904
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3904  001/005391  W 4:10pm - 6:00pm  Joel Kaye  4  14
407 Barnard Hall

HIST BC3905 Capitalism, Colonialism, and Culture: A Global History. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of Instructor. Enrollment limited to 15. Preregistration required.

From Indian Ocean worlds of the seventeenth century, to Atlantic world slavery, to the establishment of colonies in Asia and Africa during the nineteenth century, colonization was critical to the development of metropolitan ideas regarding politics and personhood. This seminar will examine these histories, along with emerging constructions of race and gender, as precursors to debates about human rights and humanitarianism in the twentieth century.

HIST BC3907 Edible Conflicts: A History of Food. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Conflicts emerging from the production and consumption of food from prehistoric to modern times. Settled agriculture and the significance of geography and social stratification in determining food consumption; ideologies of social status and "taste" in Europe; impact of knowledge about health and hygiene on European dietary habits; drink in diets and social life; dining out in European culture; role of transport and technology in consumer culture; food and the welfare state; mass production and globalization of food.

HIST BC3909 History of Environmental Thinking. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

A consideration of how experiences of the natural world and the meaning of “nature” have changed over the past three centuries. Follows the development of the environmental sciences and the origins of environmentalism. The geographical focus will be Europe, with attention to the global context of imperialism.

HIST BC3910 Global Politics of Reproduction: Culture, Politics, and History. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Comparative, cross-cultural examination of social organization and historical construction of human reproduction, with emphasis on 20th
century. Topics include role of states and local and transnational "stratification" of reproduction by race, class, and citizenship, eugenics; population politics; birth control; kinship as social and biological relationship; maternity; patriarchy; new reproductive technologies.

Spring 2018: HIST BC3910
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 3910  001/00367  W 12:10pm - 2:00pm  502 Diana Center
Nara Milanich  4  11/12

HIST BC3953 Anarchism: A Global History. 4 points.

Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Explores the historical development of anarchism as a working-class, youth, and artistic movement in Europe, North and Latin America, the Middle East, India, Japan, and China from the 1850s to the present. Examines anarchism both as an ideology and as a set of cultural and political practices.

HIST BC3973 20th Century Cities: Americas and Europe. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Urban history of 20th century cities in the Americas and Europe. Examines the modern city as ecological and production system, its form and built environment, questions of housing and segregation, uneven urban development, the fragmentation of urban society and space. Course materials drawing on cities in the Americas and Europe.

HIST BC3999 Transnational Feminism. 4 points.
Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Examines the theory and practice of transnational feminist activism. We will explore the ways in which race, class, culture and nationality facilitate alliances among women, reproduce hierarchical power relations, and help reconstruct gender. The course covers a number of topics: the African Diaspora, suffrage, labor, development policy, colonialism, trafficking, consumerism, Islam, and the criminal justice system.

HIST BC4117 Ritual, Revel and Riot: Popular Culture in Early Modern Europe. 4 points.
Not offered during 2017-18 academic year.
This course will examine several of the seminal works that explore the nature of popular culture in early modern Europe. There are several themes we will explore in this course

Cross-Listed Courses

History
HIST UN1010 The Ancient Greeks 800-146 B.C.E.. 4 points.
A review of the history of the Greek world from the beginnings of Greek archaic culture around 800 B.C., through the classical and hellenistic periods to the definitive Roman conquest in 146 B.C., with concentration on political history, but attention also to social and cultural developments. Field(s): ANC

Fall 2017: HIST UN1010
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
HIST 1010  001/27406  T Th 10:10am - 11:25am  417 Mathematics Building
Richard Billows  4  51/60

HIST W1061 Introduction to the Early Middle Ages: 250-1050. 3 points.
This course surveys the history of the Mediterranean world and northern Europe from the Late Roman Empire to the eleventh century. We will begin (Part 1) by considering the interconnected Roman world of Late Antiquity, focusing on the changes brought about by Christianity. The second half (Part 2) will trace the emergence of new religious and political communities around the Mediterranean and in Northern Europe. Special attention will be given to the circulation of people, products and ideas across Europe and the Mediterranean and the changes that this brought about. This course emphasizes the diverse but fragmentary textual and material evidence that survives from the period and the problems of interpreting this evidence. Students will begin acquiring the skills of a historian and learn why and how other historians have studied the period. No previous background in medieval history is required.

HIST W3026 Roman Social History. 3 points.
Social structure, class, slavery and manumission, social mobility, life expectation, status and behavior of women, Romanization, town and country, social organizations, education and literacy, philanthropy, amusements in the Roman Empire, 70 B.C. - 250 A.D. Field(s): *ANC

HIST W3231 Russia and the Soviet Union in the 20th Century. 3 points.
The course offers an introduction into the history of Russia and the Soviet Union in the twentieth century. It combines lectures and discussion sections as well as survey texts and a selection of sources, including documents generated by state/party bodies, various documents produced by individual authors (especially diaries, letters, and memoirs), and some film materials. Putting the Soviet phenomenon into its wider intellectual, cultural, and geographical contexts, we will also address questions of modernity and modernization, socialism and communism, and authoritarian practices in politics, culture, and society. Field(s): MEU

HIST W3330 Europe: from the Nazi New Order to the European Union. 3 points.
The history of Europe in the wider world from the Allies' victorious war against the Nazi New Order to the triumph of the European Union after the collapse of Soviet Empire. Lectures bring Eastern and Western Europe into one focus, to study the impact of the Cold War, the exit from colonial empire, Europe's "Economic Miracle, the sexual revolution, Europe's slowdown after the 1970s Oil Shock, Euro-Reaganism, and the impact of globalization from the 1990s to the 2008 crisis. Group(s): B Field(s): MEU

HIST W3333 British Empire. 4 points.
This course surveys the history of the British Empire from its early modern origins to decolonization in the twentieth century, with particular emphasis on the "long nineteenth century"-the heyday of British imperial ideology and colonial expansion. The geographical reach of the course, like the empire itself, is broad, covering parts of Africa, the Americas, the Caribbean, South Asia and Australasia. While the course will often emphasize the ideological and material motivations for expansion, conquest, and colonization, close attention
will be paid to the experience of, and resistance to, the Empire as well, on the part of both settler colonists and indigenous peoples throughout the "new worlds."

**HIST W3398 The Politics of Terror: The French Revolution. 3 points.**
Not offered during 2017-18 academic year.

This course examines the political culture of eighteenth-century France, from the final decades of the Bourbon monarchy to the rise of Napoleon Bonaparte. Among our primary aims will be to explore the origins of the Terror and its relationship to the Revolution as a whole. Other topics we will address include the erosion of the king’s authority in the years leading up to 1789, the fall of the Bastille, the Constitutions of 1791 and 1793, civil war in the Vendée, the militarization of the Revolution, the dechristianization movement, attempts to establish a new Revolutionary calendar and civil religion, and the sweeping plans for moral regeneration led by Robespierre and his colleagues in 1793-1794. Field(s): MEU

**HIST W3411 The Rise of American Capitalism. 3 points.**
E-Commerce & Internet Technologies Track, Managing Emerging Technologies Track, Project Management Track, Discussion Section Required, Lab Required

Examines the social conflicts that accompanied the transformation of the United States from an agrarian republic and slave society to one of the most powerful industrial nations in the world. Particular attention will be paid to the building of new social and economic institutions and to cultural and visual representations of the nation and its people. Readings include major secondary works and primary documents. Formerly: American Society in the age of Capital, 1819-1897. Field(s): US

**HIST W3412 Revolutionary America, 1750-1815. 3 points.**
This course examines the cultural, political, and constitutional origins of the United States. It covers the series of revolutionary changes in politics and society between the mid-18th and early 19th centuries that took thirteen colonies out of the British Empire and turned them into an independent and expanding nation. Starting with the cultural and political glue that held the British Empire together, the course follows the political and ideological processes that broke apart and ends with the series of political struggles that shaped the identity of the US. Using a combination of primary and secondary materials relating to various walks of life and experience from shopping to constitutional debates, students will be expected to craft their own interpretations of this fundamental period of American history. Lectures will introduce students to important developments and provide a framework from them to develop their own analytical skills. Group(s): D Field(s): US

**HIST W3523 History of Health Inequality in the Modern United States. 3 points.**
Through assigned readings and a group research project, students will gain familiarity with a range of historical and social science problems at the intersection of ethnic/racial/sexual formations, technological networks, and health politics since the turn of the twentieth century. Topics to be examined will include, but will not be limited to, black women's health organization and care; HIV/ AIDS politics, policy, and community response; "benign neglect"; urban renewal and gentrification; medical abuses and the legacy of Tuskegee; tuberculosis control; and environmental justice. There are no required qualifications for enrollment, although students will find the material more accessible if they have had previous coursework experience in United States history, pre-health professional (pre-med, pre-nursing, or pre-public health), African-American Studies, Women and Gender Studies, Ethnic Studies, or American Studies.

**HIST W1004 Ancient History of Egypt. 3 points.**
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

A survey of the history of ancient Egypt from the first appearance of the state to the conquest of the country by Alexander of Macedon, with emphasis of the political history, but also with attention to the cultural, social, and economic developments. Group(s): A Field(s): *ANC

**HIST UN1020 The Romans, 754 BC to 565 AD. 4 points.**
Rome and its empire, from the beginning to late antiquity. Field(s): ANC

Spring 2018: HIST UN1020

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<td>David Ratzan</td>
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<td>329 Pupin Laboratories</td>
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**HIST W3302 The European Catastrophe, 1914-1945. 3 points.**
The history of Europe's second Thirty Years War marked by economic crises, political turmoil, totalitarian ideologies, massive population transfers, and genocide; but also by extraordinary economic, scientific, and cultural developments. Group(s): B Field(s): MWE

**HIST W3448 US History Since 1945. 3 points.**
Topics include the cold War, McCarthyism, the postwar economy, suburbanization, consumer culture, Vietnam, the Civil Rights movement, and Watergate. Field(s): US

**HIST W3540 History of the South. 3 points.**
A survey of the history of the American South from the colonial era to the present day, with two purposes: first, to afford students an understanding of the special historical characteristics of the South and of southerners; and second, to explore what the experience of the South may teach about America as a nation. Group(s): D Field(s): US

**HIST W3566 History of American Popular Culture Through Music. 3 points.**
This course examines the history of American popular culture through music and radio, beginning in the 1830s with minstrelsy, the first distinctively "American" popular culture, and ending in the 1960s with Motown. The course acquaints students with key concepts that aim to "read" cultural production and to explore what's unique about culture primarily experienced through the ears. It examines debates over culture's qualifiers, from popular to mass, high to low. Field(s): US

**HIST W3611 Jews and Judaism in Antiquity. 3 points.**
Field(s): ANC

**HIST W3616 Jews and Christians in the Medieval World. 3 points.**
Not offered during 2017-18 academic year.

Medieval Jews and Christians defined themselves in contrast to one another. This course will examine the conditions and contradictions that emerged from competing visions and neighborly relations. It is arranged to comprehend broad themes rather than strict chronology and to engage both older and very recent scholarship on the perennial themes of tolerance and hate. Group(s): A Field(s): JWS

**HIST W3661 Latin American Civilization II. 3 points.**
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Latin American economy, society, and culture from 1810 to present. *Group(s): D Field(s): LA*

**HIST W3716 History of Islamic Societies. 0 points.**
Focus on religions, conversion, ethnic relations, development of social institutions, and the relationship between government and religion. *Field(s): ME*

**HIST W3618 The Modern Caribbean. 4 points.**
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
This lecture course examines the social, cultural, and political history of the islands of the Caribbean Sea and the coastal regions of Central and South America that collectively form the Caribbean region, from Amerindian settlement, through the era of European imperialism and African enslavement, to the period of socialist revolution and independence. The course will examine historical trajectories of colonialism, slavery, and labor regimes; post-emancipation experiences and migration; radical insurgencies and anti-colonial movements; and intersections of race, culture, and neocolonialism. It will also investigate the production of national, creole, and transborder identitites. Formerly listed as "The Caribbean in the 19th and 20th centuries". *Field(s): LAC*

**HIST W4180 Conversion in Historical Perspective. 4 points.**
Priority given to majors and concentrators, seniors, and juniors. *Not offered during 2017-18 academic year.*
Prerequisites: the instructor's permission.
Boundary crossers have always challenged the way societies imagined themselves. This course explores the political, religious, economic, and social dynamics of religious conversion. The course will focus on Western (Christian and Jewish) models in the medieval and early modern periods. It will include comparative material from other societies and periods. Autobiographies, along with legal, religious and historical documents will complement the readings. *Field(s): *JWS*

**HIST GU4223 Personality and Society in 19th-Century Russia. 4 points.**
Priority given to majors and concentrators, seniors, and juniors.
Prerequisites: the instructor's permission.
A seminar reviewing some of the major works of Russian thought, literature, and memoir literature that trace the emergence of intelligentsia ideologies in 19th- and 20th-century Russia. Focuses on discussion of specific texts and traces the adoption and influence of certain western doctrines in Russia, such as idealism, positivism, utopian socialism, Marxism, and various 20th-century currents of thought. *Field(s): MEU*

**HIST W4588 Substance Abuse Politics in African-American History. 4 points.**
Priority given to majors and concentrators, seniors, and juniors.
Prerequisites: the instructor's permission.
Through a series of secondary- and primary-source readings and research writing assignments, students in this seminar course will explore one of the most politically controversial aspects in the history of public health in the United States as it has affected peoples of color: intoxicating substances. Course readings are primarily historical, but sociologists, anthropologists, and political scientists are also represented on the syllabus. The course's temporal focus - the twentieth century - allows us to explore the historical political and social configurations of opium, alcohol, heroin, cocaine, medical maintenance (methadone), the War on Drugs, the carceral state and hyperpolicing, harm reduction and needle/syringe exchange. This semester's principal focus will be on the origins and evolution of the set of theories, philosophies, and practices which constitute harm reduction. The International Harm Reduction Association/ Harm Reduction International offers a basic, though not entirely comprehensive, definition of harm reduction in its statement, "What is Harm Reduction?" (http://www.ihra.net/what-is-harm-reduction): "Harm reduction refers to policies, programmes and practices that aim to reduce the harms associated with the use of psychoactive drugs in people unable or unwilling to stop. The defining features are the focus on the prevention of harm, rather than on the prevention of drug use itself, and the focus on people who continue to use drugs."[1] Harm reduction in many U.S. communities of color, however, has come to connote a much wider range of activity and challenges to the status quo. In this course we will explore the development of harm reduction in the United States and trace its evolution in the political and economic context race, urban neoliberalism, and no-tolerance drug war. The course will feature site visits to harm reduction organizations in New York City, guest lectures, and research/oral history analysis. This course has been approved for inclusion in both the African-American Studies and History undergraduate curricula (majors and concentrators). HIST W4588 will be open to both undergraduate and masters students. To apply, please complete the Google form at https://docs.google.com/forms/d/1xaPFlhQOzkl1NhlnjQler9hm41zhtXAdhV595DwH8AQ/viewform?usp=send_form. Questions may be directed to skroberts@columbia.edu.

**HIST W4604 Jews and the City. 4 points.**
Priority given to majors and concentrators, seniors, and juniors.
Prerequisites: the instructor's permission.
Over the course of the nineteenth century, millions of Jews uprooted themselves from their places of birth and moved to cities scattered throughout the world. This mass urbanization not only created new demographic centers of world Jewry, but also fundamentally transformed Jewish political and cultural life. In this course, we shall analyze primary source material, literary accounts as well as secondary sources as we examine the Jewish encounter with the city, and see how Jewish culture was shaped by and helped to shape urban culture. We shall compare Jewish life in six cities spanning from Eastern Europe to the United States and consider how Jews’ concerns molded the urban economy, urban politics, and cosmopolitan culture. We shall also consider the ways in which urbanization changed everyday Jewish life. What impact did it have on Jewish economic and religious life? What role did gender and class play in molding the experiences of Jews in different cities scattered throughout the world?

**HIST W4670 Culture and Politics in Brazil, 1960-1989. 4 points.**
This course seeks to elucidate the elective affinities between culture and politics in the activities of artists and intellectuals, especially those who opposed the military dictatorship in Brazil. The problem of the identity of the Brazilian people was essential for them. They sought alleged popular roots and wanted to overcome underdevelopment. At the time there was a revolutionary romanticism which involved the utopia of integrating intellectuals with the common man of the people, which could give life to an alternative project of society that...
was eventually defeated by the military dictatorship (1964-1985). Many artists and intellectuals engaged in the opposition to the regime, in spite of its efforts of modernization, which gave them good job opportunities, in a complex process that involved both dissent and integration to the established order. The lectures will analyze different conjunctures, from the years before the coup of 1964 until the end of the democratization process that was completed with the free elections of 1989. Particularly the decades of 1960 and 1970 were some of the most creative periods of Brazilian culture, including the Cinema Novo, the Teatro de Arena, the Bossa Nova and the Tropicalism. The topics will be examined in the light of concepts such as structures of feeling (Raymond Williams), field (Bourdieu), engagement (Sartre), commodity fetishism and reification (Karl Marx, G. Lukacs, Walter Benjamin, F. Jameson), society of the spectacle (Guy Debord), culture industry (Theodor Adorno and Max Horkheimer), revolutionary romanticism (Michael Löwy and Robert Sayre), among others. The course also introduces students to critical interpretations of society and culture produced by Brazilian and Brazilianist historians and social scientists.

**HIST W4928 Comparative Slavery and Abolition in the Atlantic World. 4 points.**

Not offered during 2017-18 academic year.

Prerequisites: seminar application required. SEE UNDERGRADUATE SEMINARY SECTION OF THE HISTORY DEPARTMENT’S WEBSITE.

This seminar investigates the experiences of slavery and freedom among African-descended people living and laboring in the various parts of the Atlantic World. The course will trace critical aspects of these two major, interconnected historical phenomena with an eye to how specific cases either manifested or troubled broader trends across various slaveholding societies. The first half of the course addresses the history of slavery and the second half pertains to experiences in emancipation. However, since the abolition of slavery occurs at different moments in various areas of the Atlantic World, the course will adhere to a thematic rather than a chronological structure, in its examination of the multiple avenues to freedom available in various regions. Weekly units will approach major themes relevant to both slavery and emancipation, such as racial epistemologies among slaveowners/employers, labor regimes in slave and free societies, cultural innovations among slave and freed communities, gendered discourses and sexual relations within slave and free communities, and slaves’ and freepeople’s resistance to domination. The goal of this course is to broaden students’ comprehension of the history of slavery and freedom, and to promote an understanding of the transition from slavery to freedom in the Americas as creating both continuities and ruptures in the structure and practices of the various societies concerned. Group(s): ABCD Field(s): US/LA

**HIST W3628 History of the State of Israel, 1948-Present. 3 points.**

The political, cultural, and social history of the State of Israel from its founding in 1948 to the present. Group(s): C Field(s): ME

**HIST W3657 Medieval Jewish Cultures. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will survey some of the major historical, cultural, intellectual and social developments among Jews from the fourth century CE through the fifteenth. We will study Jewish cultures from the Christianization of the Roman Empire, the age of the Talmuds, the rise of Islam, the world of the Geniza, medieval Spain, to the early modern period. We will look at a rich variety of primary texts and images, including mosaics, poems, prayers, polemics, and personal letters. Field(s): JEW/MED

**HIST W3660 Latin American Civilization I. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Latin American economy, society, and culture from pre-Columbian times to 1810. Global Core Approved Group(s): A, D Field(s): *LA

**HIST W3719 History of the Modern Middle East. 3 points.**

BC: Fulfillment of General Education Requirement: Historical Studies (HS), BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Graduate students must register for HIST G6999 version of this course.

This course will cover the history of the Middle East from the 18th century until the present, examining the region ranging from Morocco to Iran and including the Ottoman Empire. It will focus on transformations in the states of the region, external intervention, and the emergence of modern nation-states, as well as aspects of social, economic, cultural and intellectual history of the region. Field(s): ME

**HIST W3772 West African History. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course offers a survey of main themes in West African history over the last millennium, with particular emphasis on the period from the mid-15th through the 20th century. Themes include the age of West African empires (Ghana, Mali, Songhay); re-alignments of economic and political energies towards the Atlantic coast; the rise and decline of the trans-Atlantic trade in slaves; the advent and demise of colonial rule; and internal displacement, migrations, and revolutions. In the latter part of the course, we will appraise the continuities and ruptures of the colonial and post-colonial eras. Group(s): C Field(s): AFR

**HIST W3902 History of the World to 1450 CE. 3 points.**

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement, Discussion Section Required

This course presents and at the same time critiques a narrative world history from prehistoric times to 1500. The purpose of the course is to convey an understanding of how this rapidly growing field of history is being approached at three different levels: the narrative textbook level, the theoretical-conceptual level, and through discussion sections, the research level. All students are required to enroll in a weekly discussion section. Graded work for the course consists of two brief (5 page) papers based on activities in discussion sections as well as a take-home midterm and a final examination. Field(s): *ANC/ME

**Human Rights Studies**

226-D Milbank Hall
212-854-5420
Department Assistant: Maia Bernstein, 326 Milbank, 212-854-4689

**Mission**

The Human Rights Studies Program introduces Barnard undergraduates to the basic normative, theoretical and empirical knowledge and skills necessary to contribute cogently to public debates and policy initiatives related to social justice in the modern world. This mission reflects the proliferation of human rights concerns and the associated growth of public and private human rights
Student Learning Goals

Human rights learning objectives fall into four broad categories:

- Competence with respect to the normative dimensions concerned with social justice, and the related institutions.
- Mastery of the empirical skills required to collect, evaluate and report accurately data on human rights abuses and institutional activities.
- A basic knowledge of the causes and effects associated with human rights situations, including the factors that ameliorate or aggravate violations.
- An understanding of the factors that contribute to effective remedial or response strategies and take into account the different political, economic, social and cultural contexts of each set of problems.

Student Learning Outcomes

In the case of undergraduate women majoring in human rights, these four broad goals would require students to possess the following knowledge and skills. The capacity to:

1. Identify, and understand the work of, the main public and private institutions that comprise the modern international human rights regime.
2. Identify the main past and present currents of theory and practice that define and challenge the contemporary consensus on human rights norms, particularly with respect to the core concepts of discrimination, equality, diversity, pluralism and human dignity.
3. Identify and trace the impact of the major events over the last hundred years that have led to the formation of the contemporary human rights norms and institutions.
4. Understand the major taxonomies, paradigms and current debates in the field of international human rights.
5. Exhibit competency in the integration of normative, institutional, public policy and empirical materials.
6. Understand the ways in which international standards are implemented and enforced in both international and domestic fora, including the nature of the obligations on states and other national and international actors.
7. Think and write critically about human rights institutions, theories, strategies and their relationship to other social priorities.
8. Discuss in detail two or more case studies, groups at risk, or specific human rights problems such as public health, specific rights, refugees, indigenous people, poverty etc., incorporating as appropriate the resources of other Barnard departments and programs.
9. Identify the ways in which the human rights regime offers tools to address violations of women's human rights as well as the ways in which women have been influential in the field.
10. Examine the relationships between human rights paradigms and those in related fields, notably development studies, peace and conflict management, security studies, social work, refugee and migration studies and especially women's studies.
11. Complete and defend advanced original research that draws on diverse sources and addresses one or more of the above questions.

Human rights studies at Barnard is designed to contribute to a liberal arts curriculum. Its cross-disciplinary character enriches and benefits from Barnard’s teaching in the humanities and social sciences. Its core courses examine critically universally accepted intellectual and political frameworks for debates on social justice, i.e. international human rights law. Many of these debates focus on domestic and international issues that are the grist of ongoing political and ethical debates that are legitimately the concern of all citizens and for which they ought to be well prepared. As such, human rights studies forms an integral part of the expanding field of international education at Barnard. The Program draws on Columbia’s and NYC’s unique human and documentary resources. It also provides an intellectual base and appropriate skills for social advocacy. These different dimensions do not coincide with individual disciplines. The range of issues that now fall within the field of human rights is extensive, reflecting the scope of the Universal Declaration of Human Rights and its subsequent associated treaties. The unique and defining dimensions of human rights studies are the problems raised by its normative and prescriptive or remedy-oriented dimensions (the first and the fourth of the fields of study above).

Director: J. Paul Martin

Committee on Human Rights Studies: Elizabeth Bernstein (Women’s Studies), Alex Cooley (Political Science), Ayten Gündoğdu (Political Science), J. Paul Martin (Human Rights Studies), Rachel McDermott (Asian and Middle Eastern Cultures), Anupama Rao (History), J.C. Salyer (Human Rights Studies), Rajiv Sethi (Economics), Paige West (Anthropology)

Additional members of the faculty offering courses on human rights:

Nadia Abu El-Haj (Anthropology), Séverine Autesserre (Political Science), James Basker (English), Sheri Berman (Political Science), Kiami Glover (French), John Hawley (Religion), Larry Heuer (Psychology), Janet Jakobsen (Women’s Studies), Brian Larkin (Anthropology/African Studies), Xiaobo Lü (Political Science), Kimberly Marten (Political Science), José Moya (History), Stephanie Pfirman (Environmental Science), Jonathan Rieder (Sociology)

Requirements for the Combined Major

A minimum of six courses in the Human Rights Program, including either HRTS BC1025 Human Rights in Theory and Practice or HRTS UN3001 Introduction to Human Rights and at least two other courses from among those designated "core courses"; three "related" courses; and a complete major in a relevant department.

Where courses in the Human Rights Program also satisfy departmental requirements, no more than three Human Rights courses may count toward the major. Besides the six courses in the Human Rights Program, students submit a senior thesis or project in the area of human rights, written in the major department. Those interested in a combined major should consult with the Director or other members of the Committee on Human Rights Program.

Designated Core Courses:
Provides a broad overview of the rapidly expanding field of human rights. Lectures on the philosophical, historical, legal and institutional foundations are interspersed with weekly presentations by frontline advocates from the U.S. and overseas.

**HRTS UN3001 Introduction to Human Rights. 3 points.**
Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally.

**HRTS BC3099 Independent Study. 1-4 points.**
Independent research and writing project. See the website or the program office for application details and deadlines.

**HRTS UN3190 International Human Rights Law. 3 points.**
This course will introduce students to the international law of human rights, and give a basic orientation to fundamental issues and controversies. The course has two principal focal points: first, the "nuts and bolts" of how international law functions in the field of human rights, and second, the value and limitations of legal approaches to a variety of human rights issues. Throughout the course, both theoretical and practical questions will be addressed, including who bears legal duties and who can assert legal claims, how these duties might be enforced, and accountability and remedy for violations. Attention will be given to how international law is made, what sorts of assumptions underlie various legal mechanisms, and how the law works in a variety of contexts.

**POLS BC3254 First Amendment Values. 3 points.**
Prerequisites: POLS W1201 or an equivalent. Not open to students who have taken the colloquium POLS BC3254. Enrollment limited to 25 students; L-course sign-up. In-depth analysis of landmark Supreme Court rulings and a broad range of contexts. Focus on how international law is made, what sorts of assumptions underlie various legal mechanisms, and how the law works in a variety of contexts.

### Core Courses

**HRTS BC1025 Human Rights in Theory and Practice. 3 points.**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>HRTS BC1025</td>
<td>Human Rights in Theory and Practice</td>
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<tr>
<td>HRTS UN3001</td>
<td>Introduction to Human Rights</td>
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<tr>
<td>HRTS BC3099</td>
<td>Independent Study</td>
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<td>HRTS UN3190</td>
<td>International Human Rights Law</td>
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<tr>
<td>POLS BC3254</td>
<td>First Amendment Values (T 4:10-6:00pm)</td>
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<td>POLS BC3410</td>
<td>Colloquium on Human Rights in a Diverse World (M 2:10-4:00pm)</td>
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<tr>
<td>POLS BC3505</td>
<td>Colloquium on Making Democracy Work</td>
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<td>HRTS BC3560</td>
<td>Human Rights and Social Change in Sub-Saharan Africa</td>
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<tr>
<td>POLS BC3601</td>
<td>International Law and the United Nations in Practice</td>
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<td>POLS UN3690</td>
<td>International Law</td>
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<tr>
<td>HRTS BC3850</td>
<td>Human Rights and Public Health</td>
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<tr>
<td>HRTS BC3855</td>
<td>Religion, Social Justice, and Human Rights</td>
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<td>ANTH BC3911</td>
<td>The Social Contexts of U.S. Immigration Law and Policy</td>
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<tr>
<td>ANTH BC3913</td>
<td>Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society</td>
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<td>HRTS W3930</td>
<td>International Humanitarian Law and Human Rights (W 11:00-12:30pm)</td>
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<td>Seminar for Internships in Social Justice and Human Rights (M 4:10-6:00pm)</td>
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<td>ANTH BC3932</td>
<td>Climate Change, Global Migration, and Human Rights in the Anthropocene</td>
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<td>HRTS G4210</td>
<td>Equality, Identity and Rights</td>
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<td>HRTS GU4215</td>
<td>NGOs and the Human Rights Movement: Strategies, Successes and Challenges</td>
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<td>HRTS GU4230</td>
<td>Refugees, Forced Migration, and Displacement</td>
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<tr>
<td>HRTS GU4270</td>
<td>Social Media and Human Rights: Actors, Advocacy and Analytics</td>
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<td>HRTS G4320</td>
<td>Human Rights and Foreign Policy</td>
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<td>HRTS G4410</td>
<td>Children’s Rights: Selected Issues</td>
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<td>HRTS GU4500</td>
<td>SOCIO-ECONOMIC RIGHTS: SELECTED ISSUES</td>
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<td>HRTS GU4600</td>
<td>Human Rights in the Anthropocene</td>
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<td>HRTS GU4700</td>
<td>Ethical Dilemmas in Healthcare: A Human Rights Approach</td>
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<td>HRTS GU4810</td>
<td>Religion and Human Rights</td>
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<td>HRTS GU4900</td>
<td>UN HUMAN RIGHTS BODIES: IMPACT – REFORM – ADVOCACY</td>
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<td>HRTS GU4915</td>
<td>Human Rights and Urban Public Space</td>
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<td>HRTS GU4930</td>
<td>International Humanitarian Law and Human Rights</td>
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<tr>
<td>HRTS GU4955</td>
<td>Narrative and Representation in Post-Conflict Societies</td>
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POLS BC3410 *Colloquium on Human Rights in a Diverse World. 4 points.
Prerequisites: POLS V1013 or W3001 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#pt).

Exploration of the nature of human rights and questions of their validity and relevance, protection and redefinition, in this world of cultural diversity and diversity of national interests. (Cross-listed by the Human Rights Program.)

POLS BC3505 * Colloquium on Making Democracy Work. 4 points.
Prerequisites: Requirements: POLS V1501 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).

Examination of democratic consolidation and promotion. What makes democracy work and what, if anything, can outside actors do to help this process along? Topics include the theoretical literature on democratic consolidation, historical cases of intervention, debates about America's role in promoting democracy, and examination of some of the research on democracy promotion. (Cross-listed by the European Studies and Human Rights Programs.)

HRTS BC3560 Human Rights and Social Change in Sub-Saharan Africa. 4 points.
Prerequisites: Permission of the instructor. Examine the evolution of the ideas, institutions and practices associated with social justice in Africa and their relationship to contemporary international human rights movement and focuses on the role of human rights in social change. A number of themes will re-occur throughout the course, notably tensions between norms and reality, cultural diversity, economic and political asymmetries, the role of external actors, and women as rights providers. Countries of special interest include Liberia, Senegal, South African and Tanzania.

POLS BC3601 International Law and the United Nations in Practice. 4 points.
Prerequisites: POLS UN1601 or HRTS UN3001 An equivalent course to POLS UN1601 or HRTS UN3001 may be used as a pre-requisite, with departmental permission. Examines the development of international law and the United Nations, their evolution in the Twentieth Century, and their role in world affairs today. Concepts and principles are illustrated through their application to contemporary human rights and humanitarian challenges, and with respect to other threats to international peace and security. The course consists primarily of presentation and discussion, drawing heavily on the practical application of theory to actual experiences and situations. For the Barnard Political Science major, this seminar counts as elective credit only. (Cross-listed by the Human Rights Program.)

POLS BC3690 International Law. 4 points.
What is public international law, and what does it influence the behavior of states, corporations, and individuals in the international system? This introductory course engages these questions as well as the politics of applying and enforcing public international law in various contexts and issue areas. An understanding of basic international legal principles, institutions, and processes is developed through exploration of foundational cases, and by means of (required) participation in a multi-week group simulation of an international legal dispute.

HRTS BC3850 Human Rights and Public Health. 4 points.
Prerequisites: Enrollment in the course is open to 18 undergraduates who have completed at least one core course in human rights and /or international law. This seminar introduces students to the field of health and human rights. It examines how to advocate for and implement public health strategies using a human rights framework. It takes note of current international and domestic debates about the utility of a "human rights-based approach" to health, discusses methods and ethics of health-related human rights research, and examines case studies of human rights investigations to explore the role of human rights analysis in promoting public health.

HRTS BC3855 Religion, Social Justice, and Human Rights. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: At least one course on Human Rights or Religion, or related human rights research, and examines case studies of human rights investigations to explore the role of human rights analysis in promoting public health.

Spring 2018: POLS BC3505

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Fall 2017: HRTS BC3850

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Spring 2018: HRTS BC3850

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Spring 2018: POLS BC3601

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<td>M W 8:40am - 9:55am</td>
<td>Tonya Putnam</td>
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ANTH BC3911 The Social Contexts of U.S. Immigration Law and Policy. 4 points.
Examines the historical and contemporary social, economic, and political factors that shape immigration law and policy along with the social consequences of those laws and policies. Addresses the development and function of immigration law and policy along with the social consequences of those laws and policies. Addresses the development and function of immigration law and aspects of the immigration debate including unauthorized immigration, anti-immigration sentiments, and critiques of immigration policy.

SOCI BC3911 The Social Contexts of U.S. Immigration Law and Policy. 4 points.
Examines the historical and contemporary social, economic, and political factors that shape immigration law and policy along with the social consequences of those laws and policies. Examines the historical and contemporary social, economic, and political inequality and the continuing role that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.

ANTH BC3913 Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society. 4 points.
This class will examine the historical roots and enduring persistence of social, economic, and political inequality and the continuing role that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.

SOCI BC3913 Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society. 4 points.
This class will examine the historical roots and ongoing persistence of social, economic, and political inequality and the continuing role that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.

HRTS W3930 International Humanitarian Law and Human Rights. 4 points.

SOCI BC3931 Seminar for Internships in Social Justice and Human Rights. 3 points.
Corequisites: Students must have an internship related to social justice or human rights during
This is intended to complement and enhance the internship experience for students working in internships that relate to social justice and human rights during the Spring 2016 semester. This course will meet bi-weekly to provide an academic framing of the issues that students are working on and to provide an opportunity for students to analyze their internship experience.

ANTH BC3932 Climate Change, Global Migration, and Human Rights in the Anthropocene. 4 points.
While the existence of processes of anthropogenic climate change is well established, predictions regarding the future consequences of these processes are far less certain. In no area is the uncertainty regarding near and long term effects as pronounced as in the question of how climate change will affect global migration. This course will address the issue of climate migration in four ways. First, the course will examine the theoretical and empirical literatures that have elucidated the nature of international migration in general. Second, the course will consider the phenomena of anthropogenic climate change as it relates to migration. Third, the course will consider how human rights and other legal regimes do or do not address the humanitarian issues created by anthropogenic climate change. Fourth, the course will synthesize these topics by considering how migration and climate change has arisen as a humanitarian, political, and economic issue in the Pacific. Human Rights elective.

SOCI BC3932 Climate Change, Global Migration, and Human Rights in the Anthropocene. 3 points.
While the existence of processes of anthropogenic climate change is well established, predictions regarding the future consequences of these processes are far less certain. In no area is the uncertainty regarding near and long term effects as pronounced as in the question of how climate change will affect global migration. This course will address the issue of climate migration in four ways. First, the course will examine the theoretical and empirical literatures that have elucidated the nature of international migration in general. Second, the course will consider the phenomena of anthropogenic climate change as it relates to migration. Third, the course will consider how human rights and other legal regimes do or do not address the humanitarian issues created by anthropogenic climate change. Fourth, the course will synthesize these topics by considering how migration and climate change has arisen as a humanitarian, political, and economic issue in the Pacific. Human Rights elective.

HRTS G4210 Equality, Identity and Rights. 3 points.
Priority given to human rights studies M.A. students. Open to 3rd & 4th year undergraduates on first day of term.

This course examines one of the main dilemmas in human rights theory and practice: the balance between equality and identity. Such balance is studied in three different stages: the foundation for human rights, the content of human rights, and the goals sought in drafting a body of human rights’ norms. In order to debate different concepts of equality and their connection to identity and difference, some core questions are explored: What type of equality are we looking for: complete equality of results, complete equality of opportunities, equal treatment, equality of respect, equal consideration of preferences, equality of resources, equality based on needs, equality of agency, equality of freedom? Is it equality for whom? Finally, the course discusses the rights of differently situated groups: national minorities, indigenous peoples, racial minorities, women, LGBT, persons with disabilities, children, and religious groups.

HRTS GU4215 NGOs and the Human Rights Movement: Strategies, Successes and Challenges. 3 points.
This class takes a social movement perspective to analyze and understand the international human rights movement. The course will address the evolution of the international human rights movement and focus on the NGOs that drive the movement on the international, regional and domestic levels. Sessions will highlight the experiences of major human rights NGOs and will address topics including strategy development, institutional representation, research methodologies, partnerships, networks, venues of engagement, campaigning, fundraising and, perhaps most importantly, the fraught and complex debates about adaptation to changing global circumstances, starting with the pre-Cold War period and including some of the most up-to-date issues and questions going on in this field today.

Fall 2017: HRTS GU4215
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
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HRTS 4215 | 001/28216 | Th 4:10pm - 6:00pm | Louis Bickford | 3 | 18/20
501b International Affairs Bldg
Refugees, forced migration, and displacement: these subjects top the headlines of the world's newspapers, not to mention our social media feeds. Over a million refugees have reached Europe's shores in recent years, and conflicts in the Middle East and elsewhere continue to force people to flee their homes. In the aftermath of the financial crisis and 9/11, politicians in the Global North have focused on borders: who crosses them and how. Walls are being erected. Referendums are being held. We are consumed with thorny questions about who gets to join our political communities. Today there are over 65 million refugees, displaced persons, and stateless persons in the world, represented at last summer's Olympics by their own team for first the time, a testament to their increasing visibility on the world stage. Global forced displacement recently hit a historical high. And while numbers are increasing, solutions are still elusive. The modern refugee regime, the collection of laws and institutions designed to address the problems faced by refugees, has developed slowly over the course of the last 100 years, first in response to specific crises. That regime has been shaped by a changing geopolitical landscape. At the end of the Cold War, institutions in the field expanded their mandates and preferred solutions to the "problem" of refugees changed. And yet today many scholars and policy makers argue the regime is not fit for purpose. They point to the European refugee crisis as the latest case in point. Why? What went wrong and where? Can it be fixed? This course will largely focus on the issues of forced migration, displacement and refugees related to conflict, although this subject is inevitably intertwined with larger debates about citizenship and humanitarianism. Taking an interdisciplinary perspective, this course will address both scholarly and policy debates. Utilizing human rights scholarship, it will draw on work in history that charts the evolution of institutions; legal scholarship that outlines international and domestic laws; work in political science that seeks to understand responses in a comparative perspective, and anthropological studies that address how refugees understand these institutions and their experiences of exile and belonging. These topics are not only the purview of those in the academy, however. Investigative journalists have most recently provided trenchant coverage of the world's refugees, especially the current European crisis, where many have reported from the shores of the Mediterranean Sea. Policy makers scramble to keep up with a crisis literally in motion. We will read their communiqués as well. While we will only begin to skim the surface of these issues, in this course you should expect to gain the following expertise: 1) Knowledge of the modern refugee regime and its origins 2) An analysis of actors and institutions who are tasked with responding to refugee crises and how their roles have changed 3) An understanding of a few critical historical case studies, both in the United States and abroad 4) Critical analysis of the current refugee crisis in Europe and the Middle East 5) Knowledge of the asylum process in the US and in comparative perspective 6) An understanding of the debates about conducting research with vulnerable populations such as refugees and displaced persons.

### HRTS GU4230 Refugees, Forced Migration, and Displacement. 3 points.

Refugees, forced migration, and displacement: these subjects top the headlines of the world's newspapers, not to mention our social media feeds. Over a million refugees have reached Europe's shores in recent years, and conflicts in the Middle East and elsewhere continue to force people to flee their homes. In the aftermath of the financial crisis and 9/11, politicians in the Global North have focused on borders: who crosses them and how. Walls are being erected. Referendums are being held. We are consumed with thorny questions about who gets to join our political communities. Today there are over 65 million refugees, displaced persons, and stateless persons in the world, represented at last summer's Olympics by their own team for first the time, a testament to their increasing visibility on the world stage. Global forced displacement recently hit a historical high. And while numbers are increasing, solutions are still elusive. The modern refugee regime, the collection of laws and institutions designed to address the problems faced by refugees, has developed slowly over the course of the last 100 years, first in response to specific crises. That regime has been shaped by a changing geopolitical landscape. At the end of the Cold War, institutions in the field expanded their mandates and preferred solutions to the "problem" of refugees changed. And yet today many scholars and policy makers argue the regime is not fit for purpose. They point to the European refugee crisis as the latest case in point. Why? What went wrong and where? Can it be fixed? This course will largely focus on the issues of forced migration, displacement and refugees related to conflict, although this subject is inevitably intertwined with larger debates about citizenship and humanitarianism. Taking an interdisciplinary perspective, this course will address both scholarly and policy debates. Utilizing human rights scholarship, it will draw on work in history that charts the evolution of institutions; legal scholarship that outlines international and domestic laws; work in political science that seeks to understand responses in a comparative perspective, and anthropological studies that address how refugees understand these institutions and their experiences of exile and belonging. These topics are not only the purview of those in the academy, however. Investigative journalists have most recently provided trenchant coverage of the world's refugees, especially the current European crisis, where many have reported from the shores of the Mediterranean Sea. Policy makers scramble to keep up with a crisis literally in motion. We will read their communiqués as well. While we will only begin to skim the surface of these issues, in this course you should expect to gain the following expertise: 1) Knowledge of the modern refugee regime and its origins 2) An analysis of actors and institutions who are tasked with responding to refugee crises and how their roles have changed 3) An understanding of a few critical historical case studies, both in the United States and abroad 4) Critical analysis of the current refugee crisis in Europe and the Middle East 5) Knowledge of the asylum process in the US and in comparative perspective 6) An understanding of the debates about conducting research with vulnerable populations such as refugees and displaced persons.

### HRTS GU4270 Social Media and Human Rights: Actors, Advocacy and Analytics. 3 points.

This course examines how changes in information and communications technology have, over the past two decades, fundamentally transformed the practices of civil society actors engaged with human rights issues. New communications tools such as Twitter, blogs, and Facebook have changed the ways that organizations communicate with their followers and seek to influence public debate. The increasing accessibility of analytic tools for researching and visualizing changing patterns of human rights abuse has empowered groups to better understand and respond more forcefully to these issues. Indeed, the use of social media as a communications tool has made it a data source for those monitoring and analyzing patterns of activity, in ways that draw increasingly on the techniques of big data analysis.

### HRTS G4320 Human Rights and Foreign Policy. 3 points.

Human rights play a distinctive role as "the political utopia" in contemporary international life. Still, human rights violations remain widespread and human rights norms are still the focus of numerous controversies, from their definition to their protection and promotion by various international actors with different moral and strategic agendas. This course will examine the place of human rights in the foreign policies of the US and a number of other countries around the globe. The course explores the social construction of human rights and national interests as well as the context, instruments, and tradeoffs in the formulation and implementation human rights foreign policies. Some of the questions this class will consider include: What are human rights and how is their protection best assessed? How have different foreign policy goals? What's the role of non-state actors in the promotion and violation of human rights abroad? How does human rights promotion strengthen and undermine other foreign policy goals? What's the role of non-state actors in the promotion and violation of human rights across the globe? When has the impact of the human rights norms and regimes been the greatest and when have the efforts of state and non-state actors to promote human rights at home and abroad made the most difference?

### HRTS G4410 Children's Rights: Selected Issues. 3 points.

Priority given to human rights studies HRSMA students. Open to 3rd and 4th year undergraduates on first day of term.

This course will focus on both the theories surrounding, and practices of, children's rights. It will start from the foundational question of whether children should be treated as rights-holders and whether this approach is more effective than alternatives for promoting children's well-being. Consideration will be given to the major conceptual and developmental issues embedded within the framework of rights in the Convention on the Rights of the Child (CRC). The course will cover issues in both the domestic and international arenas, including but not limited to: children's rights in the criminal justice; children's rights to housing and health care; inequities in education systems; child
labor; children and armed conflict; street children; the rights of migrant, refugee, homeless, and minority children; and the commodification of children. Case studies will be used to ensure that students have a solid understanding of current conditions. The course will also explore the US ratification of the CRC and offer critical perspectives on the advocacy and education-based work of international children's rights organizations.

HRTS GU4500 SOCIO-ECONOMIC RIGHTS: SELECTED ISSUES. 3 points.
The course addresses selected issues in the protection of socio-economic rights in an international and comparative perspective. Socio-economic rights have emerged from the margins into the mainstream of human rights. The course will take this status as its starting point and examine the human rights to housing, food, water, health and sanitation in depth. We will explore conceptual issues through the lens of specific rights which will help us ground these principles and ideas in concrete cases. We will discuss developments on socio-economic rights and examine their relevance in the United States as well as selected other countries, particularly those with progressive legislation, policies and jurisprudence. What is the meaning and scope of the rights to housing, food, water, health and sanitation? What is the impact of discrimination and inequalities on the enjoyment of socio-economic rights? How can governments be held accountable for the realization of human rights? What machinery is there at the international level to ensure that the rights are protected, respected and fulfilled? How can this machinery be enhanced? How can judicial, quasijudicial, administrative and political mechanisms be used at the domestic level? What is the role of different actors in the context of human rights, the role of States and individuals, but also (powerful) non-State actors and civil society? How have activists and policymakers responded to challenges? And what lies ahead for the human rights movement in addressing economic and social rights in a multilateral, globalized world?

HRTS GU4600 Human Rights in the Anthropocene. 3 points.
In August 2016, a working group of the International Geological Congress voted to acknowledge a new geological epoch, following 11,700 years of the Holocene, and that it would be called The Anthropocene. The announcement indicated a new era in the earth's chronology marked by the consequences of human activity on the planet's ecosystems. Closely related to discussions of sustainability, investigations into the Anthropocene tend to focus on environmental and ecological issues while ignoring its social justice dimensions. This course will investigate how Human Rights has and will be impacted by the Anthropocene, with special attention paid to the human dimensions and consequences of anthropogenic change. Do new and troubling revelations about anthropogenic mistreatment of the earth and its resources modify or amplify the kinds of responsibilities that govern activity between individuals and communities? How do we scale the human response from the urban, to the perurban, to the rural? How must the study of Human Rights evolve to address violence and mistreatment associated not just among humans but also amid human habitats? What sorts of juridical changes must occur to recognize and respond to new manifestations of social injustice that relate directly to consequences of anthropogenic changes to the Earth system? Topics will include discussions of the Environmental Justice movement, agribusiness, access to (and allocation of) natural resources, population growth; its global impact, advocacy for stronger and more accountability through environmental legal change, biodiversity in urban environments, and the growing category of environmental refugees.

HRTS GU4600 Ethical Dilemmas in Healthcare: A Human Rights Approach. 3 points.
This course examines major ethical dilemmas that emerge in the convergence between human rights and public health at the national and international levels. Using specific case studies, Attention will be given to the rationales, meaning and implementation of the right to health across borders; the theories and practices of allocation of scarce resources; the challenges of providing care for minority groups —including sexual minorities, children, and persons with disabilities; and the ethical, legal, and social implications of international health governance. This is an interactive course, with interdisciplinary scholarship and exploration of issues in historical, cultural and political contexts.

HRTS GU4810 Religion and Human Rights. 3 points.
Priority given to human rights studies M.A. students. Open to 3rd and 4th year undergraduates on first day of term with the instructor's permission.

The resurgence of religion over the past three decades has had a transformative influence globally and within nations. Religious nationalism, fundamentalism, and communalism have arisen to forcefully compete with secular democracy. With the fall of the Soviet bloc and the bilateralism of the Cold War, ethnic particularism, often of a religious character, has emerged as the locus of identity for people on all continents. These rapid changes engendered by a new, often commanding, role for religion challenge the very concept of individual and universal human rights. They raise difficult theoretical and painfully practical questions as to the preservation of individual human rights, and the relationship of democracy to religion. At the same time, recent currents such as economic globalization, the triumph of the free market, and the communications revolution promote individual autonomy, a cornerstone of human rights. There can be no doubt that religion will occupy an increasingly salient role in the social and political life of nations during the course of the 21st century. The relevance of religion to human rights in our time cannot be undervalued. The course examines the relationship of religion to human rights from several standpoints, including religion's role in abetting intolerance, religious minorities as victims of human rights violations, and religion as a framer of human rights ideals which inspire action.

HRTS GU4900 UN HUMAN RIGHTS BODIES: IMPACT – REFORM – ADVOCACY. 4 points.
The course seeks to combine critical reflection with practical application. It encourages students to take a birds#eye view on the
UN human rights system, its challenges and the need for reform. The main research project will focus on the question of impact of Special Procedures and strategies to improve their effectiveness. At the same time, the course will bring in the perspectives of advocates who seek to make the most of the system as it currently exists and discuss their strategies for advocacy. The course seeks to convey an understanding of the different interests and strategies at play and will bring human rights bodies to life through role plays, debates and practical assignments. We will explore different types of presentation and writing through these assignments designed to develop practical advocacy skills through experiential learning.

Fall 2017: HRTS GU4950

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<td>001/73847</td>
<td>T 12:10pm - 2:00pm 402 International Affairs Bldg</td>
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HRTS GU4915 Human Rights and Urban Public Space. 3 points.

Priority for 3rd & 4th yr CC/GS HUMR studs & to HRSMA studs

The course will explore the often-contested terrain of urban contexts, looking at cities from architectural, sociological, historical, and political positions. What do rights have to do with the city? Can the ancient idea of a “right to the city” tell us something fundamental about both rights and cities? Our notion of citizenship is based in the understanding of a city as a community, and yet today why do millions of people live in cities without citizenship? The course will be organized thematically in order to discuss such issues as the consequences of cities’ developments in relation to their peripheries beginning with the normative idea of urban boundaries deriving from fortifying walls, debates around the public sphere, nomadic architecture and urbanism, informal settlements such as slums and shantytowns, surveillance and control in urban centers, refugees and the places they live, catastrophes natural and man-made and reconstruction, and sovereign areas within cities the United Nations, War Crimes Tribunals.

At the heart of our inquiry will be an investigation of the ways in which rights within urban contexts are either granted or withheld.

Fall 2017: HRTS GU4915

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<td>HRTS 4915</td>
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HRTS GU4930 International Humanitarian Law and Human Rights. 4 points.

This seminar will cover various issues, debates, and concepts in the international law of armed conflict (known as international humanitarian law), particularly as it relates to the protection of non-combatants (civilians and prisoners of war). In doing so, we will examine how international humanitarian law and human rights law intersect. Both sets of legal norms are designed to protect the lives, well-being, and dignity of individuals. However, the condition of armed conflict provides a much wider set of options for governments and individuals to engage in violent, deadly action against others, including killing, forcibly detaining, and destroying the property of those designated as combatants. At the same time, the means of waging war are not unlimited, but rather are tightly regulated by both treaty and customary law. This course will examine how these regulations operate in theory and practice, focusing on the principles of distinction, proportionality, and military necessity.

Spring 2018: HRTS GU4930

HRTS GU4955 Narrative and Representation in Post-Conflict Societies. 3 points.

This course explores the relationship between narrative and the legacy of violence and atrocity in post-conflict societies, focusing particularly on the Holocaust, Cambodia, Rwanda and the former Yugoslavia (and more briefly Indonesia and Armenia). Examining a range of medium – including, but not limited to, eye-witness accounts, memoirs, history books, government reports, film, theater, memorials - we will consider how different narratives address issues of history and memory, justice and judgment. We will also discuss how narrative influences efforts to achieve reconciliation and come to terms with the past on both personal and societal levels. Does revisiting the past allow people who either suffered or inflicted terrible violence – or both – once again live together? Are there particular modes or genres of narrative that are particularly successful in terms of enabling societies to reflect on their past and respond adequately? Can justice and accountability ever be achieved? These are some of the questions we will consider as we examine the ways in which atrocities are written about, remembered, judged and interpreted.

Related Courses

ECON BC2010 The Economics of Gender. 3 points.

Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons.

ECON BC2075 Logic and Limits of Economic Justice. 3 points.


Prerequisites: Introduction to Economic Reasoning (ECON BC 1003) or Principles of Economics (ECON W1105). An introductory course in political theory or political philosophy is strongly recommended, but not required.

Introduce students to problems of economic justice under capitalism. Course has three goals: (1) expose students to debates between economics and philosophers about the meaning and nature of justice, (2) explore conflict between efficiency and justice, (3) examine implications of justice for gender equality, intergenerational equity and climate change.

SOCI V2230 Food and the Social Order. 3 points.

Not offered during 2017-18 academic year.

Instrumental in the formation and transformation of the social order, food is an indicator of collective as well as individual aspirations and assumptions. We shall look at the production and consumption of food, both material and symbolic, from the eating in the Bible to globalization in the 21st century.

ECON BC3011 Inequality and Poverty. 3 points.

Prerequisites: ECON BC3035 or ECON BC3033, or permission of the instructor. Conceptualization and measurement of inequality and poverty, poverty traps and distributional dynamics, economics and politics of public policies, in both poor and rich countries.
The most dramatic and violent growth of nationalism, as well as support for fascism and communism, some of these interwar states provided a modicum of stability, the through the borderlands causing further instability and civil war. While and new nation-states emerged, a conflagration of violence swept and genocide. After the First World War, as imperial empires dissolved and the O.J. Simpson case, the Pinochet case, affirmative action, recent An inquiry into the nature and implications of justice, including the law school course model, with readings focused on actual judicial decisions. Not offered during 2017-18 academic year.

This colloquium examines two particular episodes of racial violence, lynchings and prisons. This colloquium examines not only how states carried out mass violence against various populations in this explosive region, but also how local movements and Eastern European civilians contributed to these events or participated in violence on their own accord.

SOCI UN3235 Social Movements: Collective Action. 3 points.
Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women's movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

The course focuses on the historical and contemporary roles of various racial and ethnic groups; and the initiation, demands, leadership and organizational styles, orientation, benefits, and impact on the structures and outputs of governance in the United States.

Not offered during 2017-18 academic year.

The course focuses on the historical and contemporary roles of various racial and ethnic groups; and the initiation, demands, leadership and organizational styles, orientation, benefits, and impact on the structures and outputs of governance in the United States.

POLS BC3307 *Colloquium on Racial Violence. 4 points.
Prerequisites: POLS 1201 Intro to American Politics or an equivalent American Politics course. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. This colloquium examines two particular episodes of racial violence, each of which situates the political differently: lynchings and prisons. The goal is to not only explore how to bring the state back in but also examine the differences, similarities and points of intersections across disciplines.

Not offered during 2017-18 academic year.

Prerequisites: Introductory course in Sociology is suggested.
Examination of poverty, the "underclass," and inequality in the United States. Part 1: The moral premises, social theories, and political interests shaping current debates about the poor. Part 2: A more concrete analysis of the lives of the poor and the causes of family breakdown, the drug economy, welfare, employment, and homelessness.

POLS UN3401 Democracy and Dictatorship in Europe. 3 points. Not offered during 2017-18 academic year.

This course will examine the development of democracies and dictatorships in Europe from the French Revolution to the present day. It will analyze the nature and dynamics of European political history and use the European experience as a foundation upon which to build a broader understanding of how different types of political regimes emerge, function and are sustained over time. Prior knowledge of European history and comparative politics is welcome, but not presumed.

POLS BC3411 *Colloquium on Building Peace. 4 points.
Prerequisites: POLS 1601 (Intro to International Politics) or equivalent. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

How can we build peace in the aftermath of extensive violence? How can international actors help in this process? This colloquium focuses on international peacemaking, peacekeeping, and peacebuilding efforts in recent conflicts. It covers general concepts, theories, and debates, as well as specific cases of peacebuilding successes and failures. Cross-listed with Human Rights.

ANTH V3465 Women and Gender Politics in the Muslim World. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2017-18 academic year.

Practices like veiling that are central to Western images of women and Islam are also contested issues throughout the Muslim world. Examines debates about Islam and gender and explores the interplay of cultural, political, and economic factors in shaping women’s lives in the Muslim world, from the Middle East to Southeast Asia.

POLS BC3505 * Colloquium on Making Democracy Work. 4 points.
Prerequisites: POLS V1501 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).

Examination of democratic consolidation and promotion. What makes democracy work and what, if anything, can outside actors do to help this process along? Topics include the theoretical literature on democratic consolidation, historical cases of intervention, debates about America’s role in promoting democracy, and examination of some of the research on democracy promotion. (Cross-listed by the European Studies and Human Rights Programs.)
Prerequisites: Enrollment limited to 40 students. Examination of classic philosophical theories about the rule of law, relations between law and morality, legal reasoning, and their implications for selected contemporary legal problems.

PHIL UN3752 Philosophy of Law. 3 points.
This course explores philosophical reflection on the relationship between law, society and morality. We discuss the nature of law, the nature of legal reasoning, the relationship between law and social policy, and central concepts in civil and criminal law. Readings are drawn from such sources as the natural law tradition, legal positivism, legal realism, and Critical Legal Theory. Readings will be supplemented by analysis of classic cases.

POLS BC3810 *Colloquium on Aid, Politics & Violence in Africa. 4 points.
Prerequisites: POLS V1601 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#iir).
Explores the concepts, theoretical traditions and debates around development and humanitarian aid, focusing on the relationships between aid, politics, and violence. It looks at the political and military impacts of aid, the linkage between humanitarian aid and conflict resolution, and aid’s contribution to perpetuating subtle forms of domination. (Cross-listed by the Africana Studies and the Human Rights Programs.)

SOCI BC3909 Ethnic Conflict and Unrest. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Sophomore Standing. SOCI BC1003 or permission of the instructor. Enrollment limited to 20 students.
Post-1965 immigration in the U.S. has prompted conflicts between new immigrant groups and established racial and ethnic groups. This seminar explores ethnic conflict and unrest that takes place in the streets, workplace, and everyday social life. Focus is on sociological theories that explain the tensions associated with the arrival of new immigrants.

POLS UN3911 Seminar in Political Theory. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor’s permission. Pre-registration is not permitted. Seminar in Political Theory. Students who would like to register should join the electronic wait list.

SOCI BC3918 Gender and Inequality in Families. 4 points.
Critical exploration of contemporary US families. Analyzes the ways gendered forces structure relations between and among family members. Investigates changes over time in roles and expectation for family members. Topics include social class differences, LGBT families, transnational families, parent-child relationships, domestic violence, racial/ethnic variation in men’s experiences.
POLS UN3921 Seminar in American Politics. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor's permission. Pre-registration is not permitted.
Seminar in American Politics. Students who would like to register should join the electronic wait list.

CSER UN3940 Comparative Study of Constitutional Challenges Affecting African, Latino, and Asian American Communities. 4 points.
This course will examine how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Focus will be on the role that race, citizenship, capitalism/labor, property, and ownership played in the court decision in the context of the historical, social, and political conditions existing at the time. Topics include the denial of citizenship and naturalization to slaves and immigrants, government sanctioned segregation, the struggle for reparations for descendants of slavery, and Japanese Americans during World War II.

CSER UN3928 Colonization/Decolonization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor’s permission.
This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.

CSER UN3940 Comparative Study of Constitutional Challenges Affecting African, Latino, and Asian American Communities. 4 points.
This course will examine how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Focus will be on the role that race, citizenship, capitalism/labor, property, and ownership played in the court decision in the context of the historical, social, and political conditions existing at the time. Topics include the denial of citizenship and naturalization to slaves and immigrants, government sanctioned segregation, the struggle for reparations for descendants of slavery, and Japanese Americans during World War II.

SOCI UN3960 Law, Science, and Society. 4 points.
This course addresses basic contemporary social issues from several angles of vision: from the perspective of scientists, social scientists, legal scholars, and judges. Through the use of case studies, students will examine the nature of theories, evidence, "facts," proof, and argument as found in the work of scientists and scholars who have engaged the substantive issues presented in the course.

POLS UN3961 International Politics Seminar. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: POLS UN1601 or the equivalent, and the instructor’s permission.
International Politics Seminar. Students who would like to register should join the electronic wait list. Topics for Fall 2017: Section 001: NATIONAL SECURITY POLICY; Instructor: Richard K Betts, Section 002: CONTEMPORARY DIPLOMACY; Instructor: Rebecca S Murphy, Section 003: INTERNATIONAL LAW; Instructor: Jean Krasno, Section 005: INEQUALITY WITHIN AND BTWN NATIONS; Instructor: David E Spiro, Section 006: THE COLD WAR; Instructor: Robert L Jervis, Section 007: POLITICAL VIOLENCE; Instructor: Linda M Kirschke, Section 008: NORTH KOREA AND WMD; Instructor: Joel Stephen Wit

Fall 2017: POLS UN3921
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
POLS 3921 | 003/13606 | T 6:10pm - 8:00pm 711 International Affairs Bldg | Martha Zebrowski | 4 | 8/18
POLS 3921 | 004/65591 | T 12:10pm - 2:00pm 311 Fayrerweather | Brigitte Nacos | 4 | 15/22
POLS 3921 | 005/77679 | Th 4:10pm - 6:00pm 317 Hamilton Hall | Robert Amdur | 4 | 20/20
POLS 3921 | 007/22344 | M 12:10pm - 2:00pm 711 International Affairs Bldg | Judith Russell | 4 | 17/21
POLS 3921 | 011/28382 | W 4:10pm - 6:00pm 711 International Affairs Bldg | Michael Ting | 4 | 8/18
POLS 3921 | 013/17750 | M 4:10pm - 6:00pm 313 Hamilton Hall | Vanessa Perez | 4 | 19/18
POLS 3921 | 014/23950 | W 6:10pm - 8:00pm 507 Hamilton Hall | Carlos Vargas-Ramos | 4 | 12/18
POLS 3921 | 015/73346 | W 6:10pm - 8:00pm 522b Kent Hall | Gerard Bushell | 4 | 5/18
POLS 3921 | 016/79785 | T 10:10am - 12:00pm 1301 International Affairs Bldg | Lincoln Mitchell | 4 | 3/18

Fall 2017: CSER UN3928
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
CSER 3928 | 001/17636 | T 2:10pm - 4:00pm 420 Hamilton Hall | Natasha Lightfoot | 4 | 19/22

Spring 2018: CSER UN3928
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
CSER 3928 | 001/29279 | T 2:10pm - 4:00pm 420 Hamilton Hall | Emmanuelle Saada | 4 | 22/24

Fall 2017: CSER UN3940
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
CSER 3940 | 001/70804 | Th 10:00am - 12:00pm 963 Ext Schermerhorn Hall | Elizabeth & Yang | 4 | 16/22

Spring 2018: SOCI UN3960
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
SOCI 3960 | 001/14809 | M 10:10am - 12:00pm 101 W & J Warren (Law & Business) | Jonathan Cole | 4 | 25/23

Fall 2017: POLS UN3961
Course | Section/Call Number | Times/Location | Instructor | Points | Enrollment
--- | --- | --- | --- | --- | ---
POLS 3961 | 001/18554 | T 4:10pm - 6:00pm 1302 International Affairs Bldg | Richard Betts | 4 | 15/18
POLS 3961 | 002/26410 | M 6:10pm - 8:00pm 711 International Affairs Bldg | Rebecca Murphy | 4 | 19/21
POLS 3961 | 003/67627 | M 2:10pm - 4:00pm 711 International Affairs Bldg | Jean Krasno | 4 | 19/19
POLS 3961 | 005/89284 | T 10:10am - 12:00pm 711 International Affairs Bldg | David Sprio | 4 | 14/18
POLS 3961 | 006/25267 | T 2:10pm - 4:00pm 1302 International Affairs Bldg | Robert Jervis | 4 | 15/22
POLS 3961 | 007/23329 | M 12:10pm - 2:00pm 270b International Affairs Bldg | Linda Kirschke | 4 | 6/18
POLS 3961 | 008/66270 | F 12:10pm - 2:00pm 201b Philosophy Hall | Joel Stephen Wit | 4 | 9/18
POLS UN3962 Seminar in International Politics. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: POLS V1601 or the equivalent, and the instructor's permission.
Seminar in International Relations. Students who would like to register should join the electronic wait list.

Spring 2018: POLS UN3962

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HIST W4125 Censorship and Freedom of Expression in Early Modern Europe. 0 points.
Prerequisites: the instructor's permission. SEE UNDERGRADUATE SEMINAR SECTION OF THE HISTORY DEPARTMENT'S WEBSITE.
In this course we will examine theoretical and historical developments that framed the notions of censorship and free expression in early modern Europe. In the last two decades, the role of censorship has become one of the significant elements in discussions of early modern culture. The history of printing and of the book, of the rise of national-political cultures and their projections of control, religious wars and denominational schisms are some of the factors that intensified debate over the free circulation of ideas and speech. Indexes, Inquisition, Star Chamber, book burnings and beheadings have been the subjects of an ever growing body of scholarship. Field(s): EME

WMST W4307 Sexuality and the Law. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Because this seminar emphasizes weekly discussion and examination of the readings, enrollment is strictly limited to 20 students. Please read and follow the updated instructions: 1) Interested students must write a 50-100 word essay answering the following question: “What background, experience or expertise do you bring to the discussion of Sexuality and the Law that will help inform and challenge the other 19 students in the class?”; 2) Include the following: your name, institution you are graduating from, year of graduation, declared major, and whether you are working towards a Women's Studies major or minor; 3) Send your information and essay through email with the subject line “Barnard Sexuality & the Law”; 4) Send your email to Riya Ortiz, WS Department Assistant, at sortiz@barnard.edu no later than Wednesday, September 1, 2010. The final list of students who are registered for the course will be announced on Friday, September 3, 12 pm. Classes start on Monday, September 13. (Note: Students who have registered for the course must also submit the essay to guarantee their registration).

Explores how sexuality is defined and contested in various domains of law (Constitutional, Federal, State), how scientific theories intersect with legal discourse, and takes up considerations of these issues in family law, the military, questions of speech, citizenship rights, and at the workplace.

Italian
320 Milbank Hall
212-854-5418 / 212-854-5481 / 212-854-8312
Department Assistant: Sondra Phifer

Mission
The Italian Department seeks to provide students with the opportunity for in-depth study of the language, literature, and culture of Italy; it aims to enrich students' understanding of Italian culture through an interdisciplinary curriculum; it offers students the advantages of closely supervised work with its faculty. Through its full integration with the Columbia University Italian Department, the Barnard Italian Department aims to provide a wide range of courses covering Italian literature and culture from Middle Ages to the present.

Student Learning Outcomes
Students who graduate with an Italian major should be able to attain the following outcomes:

• Write, speak, read, and listen in Italian at the intermediate-high level in Italian language and carry-on an everyday conversation;
• Identify and discuss the historical significance of major cultural works such as film, novels, plays, and opera;
• analyses of Italian literary texts and films at an advanced level;
• Demonstrate a broad knowledge of Italian literature and culture;
• Demonstrate knowledge of major texts and authors in the Italian literary tradition, from the Middle Ages to the present;
• Knowledge of the historical, political, cultural and literary aspects of the North/South divide in Italy;
• Conduct original research on a literary or cultural topic project culminating in a 30-40 page thesis, successfully demonstrating an advanced level of textual and/or historical interpretation and the coherent presentation of an argument.

Undergraduate instruction in Italian has long been fully and successfully integrated among the various undergraduate schools-Barnard College, Columbia College, and the School of General Studies. All courses are open to Barnard students. The Advanced Italian courses, though part of the requirement for a major in Italian, are open to all qualified students whose main goal is to improve their competence in the language.

A major in Italian offers the advantages of closely supervised work for a small number of students. Through the senior tutorial, students pursue research in a chosen area of Italian culture under the guidance of a specialist.

The courses given in English have no prerequisites and are open to students majoring in other departments who nevertheless wish to study Italian literature and culture.

The Barnard Italian office is located in 320 Milbank, and the Columbia department is housed in 502 Hamilton.
Graduate courses are open to qualified students with permission of the instructor.

**Chair:** Nelson Moe (Associate Professor)

Other officers of the University offering courses in Italian:

**Professors:** Teodolinda Barolini, Jo Ann Cavallo (Chair), Elizabeth Leake
**Assistant Professors:** Pier Mattia Tommasino, Konstantia Zanou
**Senior Lecturers:** Maria Luisa Gozzi, Barbara Spinelli, Carol Rounds (Hungarian)
**Lecturers:** Felice Italo Beneduce, Federica Franz, Patrizia Palumbo, Alessandra Saggin

### Requirements for the Major

The courses in Italian are designed to develop proficiency in all the language skills and to present the literary and cultural traditions of Italy. The program of study is to be planned as early as possible.

The following courses are required unless advanced standing is attained in the Department placement examination:

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<td>ITAL UN1121</td>
<td>Intensive Elementary Italian</td>
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<td>ITAL UN1203</td>
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Ten courses above ITAL V1202 Intermediate Italian II or ITAL UN1203 Intensive Intermediate Italian are required for the major, including:

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<tr>
<td>ITAL GU4502</td>
<td>Italian Cultural Studies I: From Unification to World War I and Italian Cultural Studies II: From World War I to the Present</td>
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<td>ITAL UN3335</td>
<td>Advanced Italian</td>
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<tr>
<td>ITAL UN3336</td>
<td>Advanced Italian II: Italian Language &amp; Culture</td>
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<td>or ITAL UN3337</td>
<td>Advanced Italian Through Cinema</td>
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<tr>
<td>ITAL V3993</td>
<td>Senior Thesis/Tutorial</td>
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Plus at least five more courses in Italian including and numbered above ITAL V3333-ITAL V3334

### Requirements for the Minor

A minimum of five courses is required for the minor, to be selected from courses including and numbered above ITAL UN3333 Introduction To Italian Literature, I.

### Language Requirement

The language requirement can be fulfilled with ITAL UN1101 Elementary Italian I-ITAL UN102 Elementary Italian II and ITAL V1201 Intermediate Italian I-ITAL V1202 Intermediate Italian II or ITAL UN1201 Intensive Elementary Italian-ITAL UN1203 Intensive Intermediate

Italian (or their equivalents). Students who have taken courses in Italian elsewhere (whether in high school, in college, or both) but not at Barnard or Columbia, must take the Italian placement test before registering for any Italian course. The test is given during the preregistration period in 502 Hamilton. Please call 854-8312 or 854-2308 for hours and date.

### Elementary and Intermediate Language Courses

**ITAL UN1101 Elementary Italian I. 4 points.**

Limited enrollment.

Same as course as ITAL V1101-V1102.

**ITAL UN1102 Elementary Italian II. 4 points.**

Limited enrollment.

**ITAL UN1103 Elementary Italian III. 4 points.**

Limited enrollment.

**ITAL UN1104 Elementary Italian IV. 4 points.**

Limited enrollment.

### Prerequisites:

**ITAL V1101** or the equivalent.

Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking skills.

**ITAL UN1102**

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<td>ITAL 1101</td>
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<td>509 Hamilton Hall</td>
<td>Palumbo</td>
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ITAL 1102 002/22818 316 Hamilton Hall M T W H 9:10am - 10:00am 507 Hamilton Hall Tylar Collekuori 4 14/16

ITAL 1102 003/21449 T Th F 10:10am - 11:25am 408a Philosophy Hall Claudia Buttoni 4 1/16

ITAL 1102 004/61147 M T W Th 10:10am - 11:10am 254 International Affairs Bldg Isabella Livoni 4 8/16

ITAL 1102 005/62436 M T W Th 12:10pm - 1:00pm 509 Hamilton Hall Catherine Bloomer 4 15/16

ITAL 1102 006/29996 M W 4:10pm - 6:00pm 509 Hamilton Hall Christina McGrath 4 12/16

ITAL 1102 007/64474 T Th F 11:10am - 2:25pm 254 International Affairs Bldg Marco Sartore 4 3/16

ITAL 1102 008/71513 T Th 4:10pm - 6:00pm 509 Hamilton Hall Patrizia Palumbo 4 14/16

ITAL UN1121 Intensive Elementary Italian. 6 points. Limited enrollment.

No previous knowledge of Italian required. An intensive course that covers two semesters of elementary Italian in one, and prepares students to move into Intermediate Italian. Grammar, reading, writing, and conversation. May be used to fulfill the language requirement only if followed by an additional two (2) semesters of Italian language. ITAL V1101×V1202y, or ITAL V1203y and ITAL V3333, V3334, V3335, or V3336, for a total of three (3) semesters of Italian Language.

ITAL 2101 006/21458 M T W Th 1:10pm - 2:25pm 509 Hamilton Hall Alessandra Saggin 4 7/16

Spring 2018: ITAL UN2101 Course Number Section/Call Number Times/Location Instructor Points Enrollment
ITAL 2101 001/74461 T Th F 8:40am - 9:55am 509 Hamilton Hall Felice Beneduce 4 7/16
ITAL 2101 002/67557 T Th F 10:10am - 11:25am 509 Hamilton Hall Felice Beneduce 4 5/16

ITAL UN2102 Intermediate Italian II. 4 points. Limited enrollment.

Prerequisites: ITAL V1201 or W1201, or the equivalent. If you did not take Elementary Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

A review of grammar, intensive reading, composition, and practice in conversation. Exploration of literary and cultural material. Lab: hours to be arranged. ITAL V1202 fulfills the basic foreign language requirement and prepares students for advanced study in Italian language and literature.

ITAL UN2101 Intermediate Italian I. 4 points. Limited enrollment.

Prerequisites: ITAL V1102 or W1102, or the equivalent. If you did not take Elementary Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

A review of grammar, intensive reading, composition, and practice in conversation. Exploration of literary and cultural material. Lab: hours to be arranged.

ITAL 2101 001/65913 M T W Th 9:10am - 10:00am 511 Hamilton Hall Luca Naponiello 4 3/16
ITAL 2101 002/13056 M T W Th 9:10am - 10:00am 507 Hamilton Hall Alessandra Saggin 4 12/16
ITAL 2101 003/61087 T Th F 10:10am - 11:25am 511 Hamilton Hall Federica Franze 4 8/16
ITAL 2101 004/71804 M W 4:10pm - 6:00pm 507 Hamilton Hall Lorenzo Meccozzi 4 9/16
ITAL 2101 005/61287 T Th 4:10pm - 6:00pm 507 Hamilton Hall Nicole Kiviat 4 9/16

ITAL 2102 001/73978 T Th F 8:40am - 9:55am 509 Hamilton Hall Luca Naponiello 4 9/16
ITAL 2102 002/17047 T Th F 10:10am - 11:25am 509 Hamilton Hall Beatrice Mazzi 4 8/16

Spring 2018: ITAL UN2102 Course Number Section/Call Number Times/Location Instructor Points Enrollment
ITAL 2102 001/15830 T Th F 8:40am - 9:55am 613 Hamilton Hall Luca Naponiello 4 2/16
ITAL 2102 002/12083 M T W Th 9:10am - 10:00am 407 Hamilton Hall Alessandra Saggin 4 8/16
ITAL 2102 003/23626 T Th F 10:10am - 11:25am 507 Hamilton Hall Federica Franze 4 5/16
ITAL 2102 004/16069 M W 4:10pm - 6:00pm 507 Hamilton Hall Lorenzo Meccozzi 4 12/16
ITAL 2102 005/64494 T Th 4:10pm - 6:00pm 507 Hamilton Hall Nicole Kiviat 4 9/16
ITAL 2102 006/24856 M T W Th 1:10pm - 2:25pm 509 Hamilton Hall Alessandra Saggin 4 8/16

ITAL UN2121 Intensive Intermediate Italian. 6 points. Limited enrollment.

Prerequisites: ITAL V1102 or the equivalent, with a grade of B+ or higher.

An intensive course that covers two semesters of intermediate Italian in one, and prepares students for advanced language and literature study. Grammar, reading, writing, and conversation. Exploration of literary and cultural materials. This course may be used to fulfill the language requirement if preceded by both V1101 and V1102. Students who wish to use this course for the language requirement, and previously took Intensive Elementary, are also required to take at least one of the following: ITAL V3333, V3334, V3335, or V3336, for a total of three (3) semesters of Italian Language.

Spring 2018: ITAL UN2121 Course Number Section/Call Number Times/Location Instructor Points Enrollment
ITAL 2101 006/21458 M T W Th 1:10pm - 2:25pm 509 Hamilton Hall Alessandra Saggin 4 7/16
ITAL 2101 007/74461 T Th F 8:40am - 9:55am 509 Hamilton Hall Felice Beneduce 4 7/16
ITAL 2101 008/67557 T Th F 10:10am - 11:25am 509 Hamilton Hall Felice Beneduce 4 5/16
ITAL UN2221 Intermediate Conversation. 2 points.
Prerequisites: ITAL W1112 or sufficient fluency to satisfy the instructor.
Corequisites: Recommended: ITAL V1201-V/W1202 or ITAL W1201-W1202.
Conversation courses may not be used to satisfy the language requirement or fulfill major or concentration requirements. Intensive practice in the spoken language, assigned topics for class discussions, and oral reports.

Advanced Language and Literature/ Culture Courses

ITAL UN3333 Introduction To Italian Literature, I. 3 points.
Prerequisites: Intermediate Italian II ITAL UN2102 or the equivalent.
UN3334x-UN3333y is the basic course in Italian literature.

UN333: This course, entirely taught in Italian, introduces you to Medieval and early modern Italian literature. It will give you the opportunity to test your ability as a close-reader and discover unusual and fascinating texts that tell us about the polycentric richness of the Italian peninsula. We will read poems, tales, letters, fiction and non-fiction, travel writings and political pamphlets. The great “Three Crowns” - Dante, Petrarca and Boccaccio - as well as renowned Renaissance authors such as Ludovico Ariosto and Niccolò Machiavelli, will show us the main path to discover Italian masterpieces and understand the European Renaissance. But we will also explore China with Marco Polo and the secrets of the Medieval soul diving into the mystical poems by Jacopone da Todi. We will study parody and laughter through the “poesia giocosa” (parodic poetry) by Cecco Angiolieri and the legacy of Humanism through the letters of Poggio Bracciolini. This first overview will allow you to explore Italian literature from its complex and multicultural beginnings to its diffusion across Europe during the Renaissance.

Fall 2017: ITAL UN3333

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<th>Course Number</th>
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<td>ITAL 3333</td>
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ITAL UN3334 Introduction To Italian Literature, II. 3 points.
Prerequisites: ITAL UN2102 or the equivalent.
UN3334-UN3333 is the basic course in Italian literature. UN3334: Authors and works from the Cinquecento to the present. Taught in Italian.

Spring 2018: ITAL UN3334

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<th>Course Number</th>
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ITAL UN3335 Advanced Italian. 3 points.
Prerequisites: ITAL V1202 or W1202 or the equivalent. If you did not take Intermediate Italian at Columbia in the semester preceding the current one, you must take the placement test, offered by the Italian Department at the beginning of each semester.

Written and oral self-expression in compositions and oral reports on a variety of topics; grammar review. Required for majors and concentrators.

Fall 2017: ITAL UN3335

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ITAL UN3336 Advanced Italian II: Italian Language & Culture. 3 points.
Prerequisites: ITAL V3335
Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester theme varies.

Spring 2018: ITAL UN3336

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ITAL UN3337 Advanced Italian Through Cinema. 3 points.
Prerequisites: ITAL V3335.
Students will develop advanced language competence while analyzing and discussing Italian film comedies and their reflection of changing Italian culture and society. Films by Monicelli, Gemi, Moretti, Wertmuller, Soldini and others.

Fall 2017: ITAL UN3337

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<th>Course Number</th>
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ITAL UN3338 Italiana. Introduction to Italian Culture, the High, the Low, and the In-between. 3 points.
"Italiana. Introduction to Italian Culture, the High, the Low, and the In-between" aims at expanding the students’ knowledge of Italian culture and improving and refining their language skills, through writing, reading, speaking, and listening. This is a content based course in which the students familiarize with the most crucial moments of Italian history and are exposed to the issues that are currently debated in Italy, such as national identity, immigration, emigration, homoparental family, and the truthfulness or deceiviness of the brand Made in Italy. Naturally, considerable attention is given to the distinctive geographical, economical, and cultural traits of Italian regions and their cities. The students apply their communicative skills in Italian by conversing with the Italian students currently registered at Columbia University and by conducting interviews within New York's Italian communities on the subjects studied and discussed in class.

ITAL UN3350 Anatomy of Fantastic Fiction: The Uncanny, the Monstrous and the Other in Modern and Contemporary Italy. 3 points.
What is a fantastic text and what renders it "scandalous" (R. Caillois)? How do nineteenth-century fantastic tropes and motifs survive in present-day narratives? What assumptions about "real" and "reality" do they reveal? How can fantastic representations of the inexplicable, supernatural and inhuman shape and enrich our understanding of the human mind and the world around us? And finally, why are we so fascinated by that which frightens us? In this course, we will address these and many other questions by looking at short stories, films, TV shows and comic books from the Italian and other traditions, from the 19th century to the present day. The course will be loosely
chronological, but will be based mainly around thematic units. Through a comparative approach, we will explore the relationship between the fantastic mode and notions such as the uncanny, the repressed and the unconscious. We will look at our primary texts through an interdisciplinary lens spanning literary theory and genre studies to psychoanalysis and reader-response theory. Some primary texts are only available in Italian; however, accommodations can be made for non-Italian speakers.

**ITAL UN3642 Road Trips: Travel in Italian Cinema. 3 points.**


Corequisites: Cap at 25.

Explores the representation of national identity in Italian cinema from the Fascist era to the present. Examines how both geography and history are used to construct an image of Italy and the Italians. Special focus on the cinematic representation of travel and journeys between North and South. Films by major neo-realist directors (Rossellini, De Sica, Visconti) as well as by leading contemporaries (Moretti, Amelio).

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<td>Nelson Moe</td>
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**ITAL UN3993 Senior Thesis/Tutorial. 3 points.**

Prerequisites: the faculty adviser’s permission.

Senior thesis or tutorial project consisting of independent scholarly work in an area of study of the student’s choosing, under the supervision of a member of the faculty.

**ITAL GU4089 Petrarch’s Canzoniere. 3 points.**

This course presents a reading of Petrarch’s *Canzoniere* and a theory of the lyric sequence as a genre. In this course we examine Petrarch as he fashions himself authorially, especially in the context of Ovid, Dante, and previous lyric poets. We bring to bear ideas on time and narrative from authors such as Augustine and Ricoeur in order to reconstruct the metaphysical significance of collecting fragments in what was effectively a new genre. We will consider Petrarch’s lyric sequence in detail as well as read Petrarch’s *Secretum* and *Trionfi.* Lectures in English; text in Italian, although students from other departments who can follow with the help of translations are welcome.

**ITAL GU4100 Narratives of Modernity. 3 points.**

Not offered during 2017-18 academic year.

In revisiting two major authors of the Italian modern novel, the course investigates the relation between fiction and the "conditions of modernity" (personal risk, anxiety and lack of control on reality, secularization, to name a few). Special attention will be paid to the response of the novelistic discourse to modernity, and to Italy’s peculiarly peripheral position in the modern world. Primary texts will be read in Italian, while theoretical references will be in English.

**ITAL GU4395 Fifty Years of Impatience: The Italian Novel between 1950-2000. 3 points.**

The course examines some of the most important novels that belong to Italy’s period of major social and economic transformations. Only after WW II Italy finally becomes a modern nation, i.e. a republic based on truly universal suffrage, and an industrialized country. Such accelerated progress, though, causes deep social instability and mobility which obviously results in heavy psychological pressures on the people: adaptation becomes crucial and inevitable. Fiction therefore resumes the task to represent such awkwardness of integration into a modern bourgeois society that, contrarily to its European and American counterpart, is extremely tentative and insecure per se, since it’s political identity has extremely precarious grounds. Among other authors, primary readings include Giuseppe Tomasi di Lampedusa’s *The Leopard* and Italo Calvino’s *If on a Winter’s Night a Traveler. Primary Readings in Italian.*

**ITAL GU4502 Italian Cultural Studies I: From Unification to World War I. 3 points.**


An interdisciplinary investigation into Italian culture and society in the years between Unification in 1860 and the outbreak of World War I. Drawing on novels, historical analyses, and other sources including film and political cartoons, the course examines some of the key problems and trends in the cultural and political history of the period. Lectures, discussions, and required readings will be in English. Students with a knowledge of Italian are encouraged to read the primary literature in Italian.

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**ITAL GU4503 Italian Cultural Studies II: From World War I to the Present. 3 points.**


An interdisciplinary investigation into Italian culture and society in the years between World War I and the present. Drawing on historical analyses, literary texts, letters, film, cartoons, popular music, etc., the course examines some of the key problems and trends in the cultural and political history of the period. Lectures, discussions, and required readings will be in English. Students with a knowledge of Italian are encouraged to read the primary literature in Italian.

**ITAL GU4725 Pirandello and Modern Drama. 3 points.**

The course will examine the foundations of modern drama and stage representation by analysing Luigi Pirandello’s plays and theoretical works in close comparison with the major authors and drama theorists of the XIX century, including Bertolt Brecht, August Strinberg, and Jean Genet.

**CLIA GU3660 Mafia Movies: From Sicily to The Sopranos. 3 points.**

Examines representations of the mafia in American and Italian film and literature. Special attention to questions of ethnic identity and immigration. Comparison of the different histories and myths of the mafia in the U.S. and Italy. Readings includes novels, historical studies, and film criticism. Limit 35

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Jewish Studies

Mission
The program in Jewish Studies enables undergraduates to acquire a thorough knowledge of the most important aspects of Jewish culture, civilization, and history in an interdisciplinary setting. The purpose of the program is to help the student identify resources for constructing rigorously detailed and methodological majors.

The program begins from the assumption that a meaningful major can be most profitably framed in one of the existing departments—such as, but not limited to, American Studies, Ancient Studies, Anthropology, Art History, Asian and Middle Eastern Cultures, Classics, Comparative Literature, English, History, Music, Religion, Sociology, and Women’s Studies. The program director would then certify that the subject matter of that major contains enough interest in Jewish subjects and is rigorous enough in methodology.

Faculty at Barnard and Columbia who teach courses in Jewish Studies Include:

Chair: Beth A. Berkowitz, Associate Professor of Religion and Ingeborg Rennert Chair of Jewish Studies

Professors: Elisha Carlebach (Salo Wittmayer Baron Professor of Jewish History), Yinson Cohen (Yosef H. Yerushalmi Professor of Israel and Jewish Studies), Jeremy Dauber (Atran Associate Professor of Yiddish Language, Literature and Culture and Director of the Institute for Israel and Jewish Studies), Zohar Goshen (Alfred W. Bressler Professor of Law; Director, Center for Israeli Legal Studies), Achsah Guibbory (Ann Whitney Olin Professor of English), Ira Katznelson (Ruggles Professor of Political Science and History), Dan Miron (Leonard Kaye Professor of Hebrew and Comparative Literature), Seth Schwartz (Lucius N. Littauer Professor of Classical Jewish Civilization), James Shapiro (Larry Miller Professor of English), Michael Stanislawski (Nathan Miller Professor of Jewish History)

Associate Professor: Gil Anidjar (Associate Professor of Hebrew Literature), Irena Klepfisz (Adjunct Associate Professor of Women’s Studies)

Assistant Professors: Rebecca Kobrin (Russell and Bettina Knapp Assistant Professor of History)

Lecturer: Tamar Ben-Vered (Lecturer of Hebrew Language), Nehama Bersohn (Lecturer in Hebrew Language), Miriam Hoffman (Lecturer in Yiddish), Rina Kreitman (Lecturer in Hebrew Language), Agnieszka Legutko (Lecturer in Yiddish), Reeva Simon (Assistant Director, Middle East Institute)

Requirements for the Combined Major

- RELI UN2306 Intro to Judaism
- Five additional courses in Jewish Studies

A complete major in a relevant department is required for a combined major in Jewish Studies. Where courses in Jewish Studies also satisfy departmental major requirements, the student must complete at least three courses in Jewish Studies over and above what is required for the other major. Students are encouraged to consult the offerings of other relevant departments and frame a major by centering on the methodological requirements of that major and utilizing the advising capacities of that department. Students, especially those who plan to continue in graduate Jewish Studies of any kind, are strongly encouraged to seek competence in Hebrew and other languages which were used by Jews in their particular area of concentration.

For a complete list of faculty and courses visit the Columbia University Institute for Israel and Jewish Studies (http://www.iijs.columbia.edu).

Courses That Satisfy the Jewish Studies Major
For a complete list of faculty and courses updated by semester, visit the Columbia University Institute for Israel and Jewish Studies (http://www.iijs.columbia.edu).

Mathematics

333 Milbank Hall
212-854-3577
Department Assistant: Marsha Peruo

General Information
Students who have special placement problems, or are unclear about their level, should make an appointment with a faculty member or the chair.

Two help rooms, one in 404 Mathematics and one in 333 Milbank, will be open all term (hours will be posted on the door and the online) for students seeking individual help and counseling from the instructors and teaching assistants. No appointments are necessary. However, resources are limited and students who seek individual attention should make every effort to come during the less popular hours and to avoid the periods just before midterm and final exams.

Courses for First-Year Students
The systematic study of Mathematics begins with one of the following alternative sequences:

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<tr>
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<td>MATH UN1101</td>
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<td>MATH UN1102</td>
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<td>MATH UN1201</td>
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<tr>
<td>MATH UN1202</td>
<td>Honors Math A-B</td>
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</table>
Credit is allowed for only one of the calculus sequences. The calculus sequence is a standard course in differential and integral calculus. Honors Mathematics A–B is for exceptionally well-qualified students who have strong advanced placement scores. It covers second-year Calculus (MATH UN1201 Calculus III–MATH UN1202 Calculus IV) and MATH UN2010 Linear Algebra, with an emphasis on theory.

Calculus II is NOT a prerequisite for Calculus III, so students who plan to take only one year of calculus may choose between I and II or I and III. The latter requires a B or better in Calculus I and is a recommended option for some majors.

MATH UN2000 An Introduction to Higher Mathematics is a course that can be taken in their first or second year by students with an aptitude for mathematics who would like to practice writing and understanding mathematical proofs.

Placement in the Calculus Sequence
College Algebra and Analytical Geometry is a refresher course for students who intend to take Calculus but do not have adequate background for it.

Advanced Placement: Students who have passed the advanced placement test for Calculus AB with a grade of 4 or 5 or BC with a grade of 4 receive 3 points of credit. Those who passed Calculus BC with a grade of 5 will receive 4 points of credit or 6 points on placing into Calculus III or Honors Math A and completing with a grade of C or better.

Calculus I, II, III: Students who have not previously studied calculus should begin with Calculus I. Students with 4 or higher on the Calculus AB or BC advanced placement test may start with Calculus II. Students with 5 on the Calculus BC test should start with Calculus III.

Honors Mathematics A: Students who have passed the Calculus BC advanced placement test with a grade of 5, and who have strong mathematical talent and motivation, should start with Honors Mathematics A. This is the most attractive course available to well-prepared, mathematically talented first-year students, whether or not they intend to be mathematics majors. Students who contemplate taking this course should consult with the instructor. If this is not possible ahead of time, they should register and attend the first class.

Chair: David A. Bayer (Professor)
Professors: Dusa McDuff (Helen Lyttle Kimmel Chair), Walter D. Neumann
Associate Professor: Daniela De Silva
Research Professor and Professor Emerita: Joan Birman

Other officers of the University offering courses in Mathematics:

Associate Professors: Mohammed Abouzaid, Ivan Corwin, Julien Dubedat, Robert Lipshitz, Michael Thaddeus, Wei Zhang
Assistant Professors: Marcel Nutz, Rachel Ollivier

Visiting Assistant Professors: Christopher Jankowski, Paul Siegel
J.F. Ritt Assistant Professors: Salim Altug, Hector Chang, Po-Ning Chen, Qile Chen, Anand Deopurkar, Gabriele Di Cerbo, Luis Diogo, Alexander Drewitz, Sachin Gautam, Evgeny Gorskiy, David Hansen, Jennifer Hom, BoGwang Jeon, Paul Siegel, Xin Wan, Michael Woodbury, Anton Zeitlin, Xiangwen Zhang
Senior Lecturers: Lars Nielsen, Mikhail Smirnov, Peter Woit

Requirements for the Major
The major programs in both Mathematics and Applied Mathematics are appropriate for students who plan to continue their training in graduate school. The major in Mathematical Sciences combines the elements of Mathematics, Computer Science and Statistics.

It is designed to prepare students for employment in business, administration, and finance, and also give excellent background for someone planning graduate study in a social science field. Students who plan to obtain a teaching qualification in mathematics should plan their course of study carefully with an advisor, since courses that are too far from mathematics do not count towards certification.

For a major in Mathematics: 14 courses as follows:
Four courses in calculus or Honors Mathematics A–B, including Advanced Placement Credit. Six courses in mathematics numbered at or above 2000, and four courses in any combination of mathematics and cognate courses. The courses in mathematics must include:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH UN2010</td>
<td>Linear Algebra (also satisfied by Honors Math A-B)</td>
<td></td>
</tr>
<tr>
<td>MATH GU4041</td>
<td>Introduction to Modern Algebra I (I)</td>
<td></td>
</tr>
<tr>
<td>MATH GU4042</td>
<td>Introduction to Modern Algebra II (II)</td>
<td></td>
</tr>
<tr>
<td>MATH GU4061</td>
<td>Introduction To Modern Analysis I (I)</td>
<td></td>
</tr>
<tr>
<td>MATH GU4062</td>
<td>Introduction To Modern Analysis II (II)</td>
<td></td>
</tr>
<tr>
<td>MATH UN3951</td>
<td>Undergraduate Seminars in Mathematics I (at least one term)</td>
<td></td>
</tr>
<tr>
<td>or MATH UN3952</td>
<td>Undergraduate Seminars in Mathematics II</td>
<td></td>
</tr>
</tbody>
</table>

* Note: It is strongly recommended that the sequences MATH GU4041 Introduction to Modern Algebra I - MATH GU4062 Introduction To Modern Analysis I and MATH GU4061 Introduction To Modern Analysis I - MATH GU4062 Introduction To Modern Analysis II be taken in separate years.

However, students who are not contemplating graduate study in mathematics may replace one or both of the two terms of MATH GU4061 Introduction To Modern Analysis I - MATH GU4062 Introduction To Modern Analysis II by one or two of the following courses: MATH UN2500 Analysis and Optimization, MATH UN3007 Complex Variables, or MATH GU4032 Fourier Analysis and may replace MATH GU4042 Introduction to Modern Algebra II by one of MATH UN3020 Number Theory and Cryptography or MATH UN3025 Making, Breaking Codes. In exceptional cases, the chair will approve the substitution of certain more advanced courses for those mentioned above.

For a major in Applied Mathematics: 14 courses
Four courses in calculus or Honors Mathematics A–B, including Advanced Placement Credit.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH UN2010</td>
<td>Linear Algebra (also satisfied by Honors Math A-B)</td>
<td></td>
</tr>
<tr>
<td>MATH GU4061</td>
<td>Introduction To Modern Analysis I</td>
<td></td>
</tr>
<tr>
<td>APMA E4901</td>
<td>Seminar: Problem in Applied Mathematics</td>
<td></td>
</tr>
<tr>
<td>APMA E4903</td>
<td>Seminar: Problems in Applied Mathematics</td>
<td></td>
</tr>
<tr>
<td>APMA E3900</td>
<td>Undergraduate Research in Applied Mathematics (APMA E3900 may be replaced, with approval, by another technical elective for seniors that involves an undergraduate thesis or creative research report)</td>
<td></td>
</tr>
</tbody>
</table>

Additional electives, to be approved by the Applied Math Committee, e.g.:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH UN2500</td>
<td>Analysis and Optimization</td>
<td></td>
</tr>
<tr>
<td>MATH UN307</td>
<td>Complex Variables</td>
<td></td>
</tr>
<tr>
<td>or MATH GU4065</td>
<td>Honors Complex Variables</td>
<td></td>
</tr>
<tr>
<td>or APMA E4204</td>
<td>Functions of a Complex Variable</td>
<td></td>
</tr>
<tr>
<td>MATH UN3027</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>or MATH UN2030</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH UN3028</td>
<td>Partial Differential Equations</td>
<td></td>
</tr>
<tr>
<td>or APMA E4200</td>
<td>Partial Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH GU4032</td>
<td>Fourier Analysis</td>
<td></td>
</tr>
<tr>
<td>APMA E4300</td>
<td>Computational Math: Introduction to Numerical Methods</td>
<td></td>
</tr>
<tr>
<td>APMA E4101</td>
<td>Introduction to Dynamical Systems</td>
<td></td>
</tr>
<tr>
<td>APMA E4150</td>
<td>Applied Functional Analysis</td>
<td></td>
</tr>
</tbody>
</table>

For a major in Mathematical Sciences: 14 courses:
6 from Mathematics, 5 from a combination of Statistics and Computer Science and 3 electives from a combination of Mathematics, Statistics, Computer Science.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Select one of the following sequences:</td>
<td></td>
</tr>
<tr>
<td>MATH UN1101</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>- MATH UN1102</td>
<td>and Calculus II</td>
<td></td>
</tr>
<tr>
<td>- MATH UN1201</td>
<td>and Calculus III</td>
<td></td>
</tr>
<tr>
<td>- MATH UN2010</td>
<td>and Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>- MATH UN2500</td>
<td>and Analysis and Optimization</td>
<td></td>
</tr>
<tr>
<td>MATH UN1207</td>
<td>Honors Mathematics A</td>
<td></td>
</tr>
<tr>
<td>- MATH UN1208</td>
<td>and Honors Mathematics B</td>
<td></td>
</tr>
<tr>
<td>- MATH UN2500</td>
<td>and Analysis and Optimization</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Statistics required courses:</td>
<td></td>
</tr>
<tr>
<td>STAT UN1201</td>
<td>Calculus-Based Introduction to Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT GU4203</td>
<td>PROBABILITY THEORY</td>
<td></td>
</tr>
<tr>
<td>STAT GU4204</td>
<td>Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>STAT GU4205</td>
<td>Linear Regression Models</td>
<td></td>
</tr>
</tbody>
</table>

And select one of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT GU4207</td>
<td>Elementary Stochastic Processes</td>
<td></td>
</tr>
<tr>
<td>STAT GU4262</td>
<td>Stochastic Processes for Finance</td>
<td></td>
</tr>
<tr>
<td>STAT GU4264</td>
<td>Stochastic Processes and Applications</td>
<td></td>
</tr>
<tr>
<td>STAT GU4265</td>
<td>Stochastic Methods in Finance</td>
<td></td>
</tr>
</tbody>
</table>

Computer Science Select one of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS W1004</td>
<td>Introduction to Computer Science and Programming in Java (preferred)</td>
<td></td>
</tr>
<tr>
<td>COMS W1005</td>
<td>Introduction to Computer Science and Programming in MATLAB</td>
<td></td>
</tr>
</tbody>
</table>

or equivalent

Other courses from the Statistics list (eg, STAT UN2102, STAT UN2103, STAT UN2104, STAT UN3105, STAT UN3106)

Computer Science Select at least one of the following programming courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS W3203</td>
<td>Discrete Mathematics: Introduction to Combinatorics and Graph Theory</td>
<td></td>
</tr>
<tr>
<td>COMS W3210</td>
<td>Scientific Computation</td>
<td></td>
</tr>
<tr>
<td>COMS W3251</td>
<td>Computational Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>ENGI E1006</td>
<td>Introduction to Computing for Engineers and Applied Scientists</td>
<td></td>
</tr>
</tbody>
</table>

More generally, electives may be any course with a prerequisite of at least one semester of Calculus, Statistics or Computer Science with the prior approval of the Mathematics Chair.

The Capstone Experience can be fulfilled by a significant thesis written under the supervision of faculty of any one of the three departments or by the Undergraduate Seminar in Mathematics.

For a major in Mathematics-Statistics: 14 courses:

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>Mathematics</td>
<td>Select one of the following sequences:</td>
<td></td>
</tr>
<tr>
<td>MATH UN1101</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>- MATH UN1102</td>
<td>and Calculus II</td>
<td></td>
</tr>
<tr>
<td>- MATH UN1201</td>
<td>and Calculus III</td>
<td></td>
</tr>
<tr>
<td>- MATH UN2010</td>
<td>and Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>- MATH UN2500</td>
<td>and Analysis and Optimization</td>
<td></td>
</tr>
<tr>
<td>MATH UN1207</td>
<td>Honors Mathematics A</td>
<td></td>
</tr>
<tr>
<td>- MATH UN1208</td>
<td>and Honors Mathematics B</td>
<td></td>
</tr>
<tr>
<td>- MATH UN2500</td>
<td>and Analysis and Optimization</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Statistics required courses:</td>
<td></td>
</tr>
<tr>
<td>STAT UN1201</td>
<td>Calculus-Based Introduction to Statistics</td>
<td></td>
</tr>
<tr>
<td>STAT GU4203</td>
<td>PROBABILITY THEORY</td>
<td></td>
</tr>
<tr>
<td>STAT GU4204</td>
<td>Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>STAT GU4205</td>
<td>Linear Regression Models</td>
<td></td>
</tr>
</tbody>
</table>

And select one of the following courses:

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<thead>
<tr>
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<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT GU4207</td>
<td>Elementary Stochastic Processes</td>
<td></td>
</tr>
<tr>
<td>STAT GU4262</td>
<td>Stochastic Processes for Finance</td>
<td></td>
</tr>
<tr>
<td>STAT GU4264</td>
<td>Stochastic Processes and Applications</td>
<td></td>
</tr>
<tr>
<td>STAT GU4265</td>
<td>Stochastic Methods in Finance</td>
<td></td>
</tr>
</tbody>
</table>

Computer Science Select one of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS W1004</td>
<td>Introduction to Computer Science and Programming in Java</td>
<td></td>
</tr>
<tr>
<td>COMS W1005</td>
<td>Introduction to Computer Science and Programming in MATLAB</td>
<td></td>
</tr>
</tbody>
</table>

or equivalent
COMS W1007  Honors Introduction to Computer Science
ENGI E1006  Introduction to Computing for Engineers and Applied Scientists

or an advanced Computer Science offering in programming

Electives
An approved selection of three advanced courses in mathematics, statistics, applied mathematics, industrial engineering and operations research, computer science, or approved mathematical methods courses in a quantitative discipline. At least one elective must be a Mathematics Department course numbered 3000 or above.

Students should plan to include a senior thesis or the Undergraduate Seminar in Mathematics in their program, in consultation with their advisors.

Note: Students must obtain approval from an adviser in each of the two departments before selecting electives. Students should take MATH UN2010 Linear Algebra in the second semester of the second year.

For a major in Mathematics-Computer Science 15 courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
</table>
| Mathematics Four courses in calculus or Honors Mathematics A-B, including Advanced Placement Credit; and the 3 following courses:  
MATH UN2010  Linear Algebra (also satisfied by Honors Math A-B)  
MATH GU4041  Introduction to Modern Algebra I  
MATH UN3951  Undergraduate Seminars in Mathematics I (at least one term)  
or MATH UN3952  Undergraduate Seminars in Mathematics II  

Computer Science

COMS W1007  Honors Introduction to Computer Science
COMS W3137  Honors Data Structures and Algorithms
COMS W3157  Advanced Programming
COMS W3203  Discrete Mathematics: Introduction to Combinatorics and Graph Theory
COMS W3261  Computer Science Theory
CSEE W3827  Fundamentals of Computer Systems

Note A: AP Computer Science with a grade of 4 or 5 or similar experience (e.g., COMS W1004) is a prerequisite for COMS W1007

For a major in Economics and Mathematics, see the catalogue.

Requirement for the Minor in Mathematics

For a minor in Mathematics or Applied Mathematics: Six courses from any of the courses offered by the department except MATH UN1003 College Algebra and Analytic Geometry, MATH UN1101 Calculus I / MATH UN1102 Calculus II. Some cognate courses are also acceptable with prior approval from the department chair.

Requirements for the Minor in Mathematical Sciences

The minor in Mathematical Sciences comprises 6 courses, at least two from Mathematics and one from each of Statistics and Computer Science. There should be a minimum of three courses in Statistics and Computer Science. Eligible courses are any listed in the Mathematical Sciences Major with the exception of Calculus I and II.

MATH BC2001 Perspectives in Mathematics. 1 point.
Prerequisites: some calculus or the instructor’s permission.
Intended as an enrichment to the mathematics curriculum of the first years, this course introduces a variety of mathematical topics (such as three dimensional geometry, probability, number theory) that are often not discussed until later, and explains some current applications of mathematics in the sciences, technology and economics.

MATH BC2006 Combinatorics. 3 points.
Corequisites: MATH V2010 is helpful as a corequisite, but not required. Honors-level introductory course in enumerative combinatorics. Pigeonhole principle, binomial coefficients, permutations and combinations. Polya enumeration, inclusion-exclusion principle, generating functions and recurrence relations.

MATH UN1101 Calculus I. 3 points.
Prerequisites: (see Courses for First-Year Students). Functions, limits, derivatives, introduction to integrals, or an understanding of pre-calculus will be assumed.

The Help Room in 333 Milbank Hall (Barnard College) is open during the day, Monday through Friday, to students seeking individual help from the teaching assistants. (SC)
**MATH UN1101 Calculus II. 3 points.**
Prerequisites: MATH UN1101 or the equivalent.
Methods of integration, applications of the integral, Taylor’s theorem, infinite series. (SC)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1101</td>
<td>001/67358</td>
<td>M W 10:10am - 11:25am 407 Mathematics Building</td>
<td>Zhi Li</td>
<td>3</td>
<td>24/35</td>
</tr>
<tr>
<td></td>
<td>002/16721</td>
<td>M W 4:10pm - 5:25pm 407 Mathematics Building</td>
<td>Zhongqi Zhang</td>
<td>3</td>
<td>24/35</td>
</tr>
<tr>
<td></td>
<td>003/76347</td>
<td>M W 6:10pm - 7:25pm 312 Mathematics Building</td>
<td>Chao Li</td>
<td>3</td>
<td>107/116</td>
</tr>
<tr>
<td></td>
<td>004/16914</td>
<td>T Th 11:40am - 12:55pm 627 Seeley W. Mudd Building</td>
<td>Monica Marinescu</td>
<td>3</td>
<td>36/35</td>
</tr>
<tr>
<td></td>
<td>005/63284</td>
<td>T Th 11:10pm - 12:25pm 516 Hamilton Hall</td>
<td>Oleksandr Kravets</td>
<td>3</td>
<td>21/35</td>
</tr>
<tr>
<td></td>
<td>006/88963</td>
<td>T Th 4:10pm - 5:25pm 407 Mathematics Building</td>
<td>Fei Ji Jiang</td>
<td>3</td>
<td>19/35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1102</td>
<td>001/67192</td>
<td>M W 10:10am - 11:25am 417 Mathematics Building</td>
<td>Bin Guo</td>
<td>3</td>
<td>59/64</td>
</tr>
<tr>
<td></td>
<td>002/70122</td>
<td>M W 2:40pm - 3:55pm 312 Mathematics Building</td>
<td>Li-Cheng Tsai</td>
<td>3</td>
<td>49/100</td>
</tr>
<tr>
<td></td>
<td>003/26180</td>
<td>M W 4:10pm - 5:25pm 407 Mathematics Building</td>
<td>Yi Sun</td>
<td>3</td>
<td>29/35</td>
</tr>
<tr>
<td></td>
<td>004/22286</td>
<td>T Th 10:10am - 11:25am 203 Mathematics Building</td>
<td>Vivek Pal</td>
<td>3</td>
<td>86/100</td>
</tr>
<tr>
<td></td>
<td>005/29410</td>
<td>T Th 6:10pm - 7:25pm 407 Mathematics Building</td>
<td>Renata Picciotto</td>
<td>3</td>
<td>21/30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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</thead>
<tbody>
<tr>
<td>MATH 1102</td>
<td>001/18873</td>
<td>M W 11:40am - 12:55pm 407 Mathematics Building</td>
<td>Elena Giorgi</td>
<td>3</td>
<td>29/35</td>
</tr>
<tr>
<td></td>
<td>002/19504</td>
<td>M W 6:10pm - 7:25pm 203 Mathematics Building</td>
<td>Vivek Pal</td>
<td>3</td>
<td>76/100</td>
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<tr>
<td></td>
<td>003/21419</td>
<td>T Th 2:40pm - 3:55pm 407 Mathematics Building</td>
<td>Ivan Danilenko</td>
<td>3</td>
<td>28/35</td>
</tr>
<tr>
<td></td>
<td>004/62347</td>
<td>T Th 11:10pm - 12:25pm 503 Hamilton Hall</td>
<td>Xuan Wu</td>
<td>3</td>
<td>13/35</td>
</tr>
<tr>
<td></td>
<td>005/88001</td>
<td>T Th 11:40am - 12:55pm 407 Mathematics Building</td>
<td>Pak Hin Lee</td>
<td>3</td>
<td>6/35</td>
</tr>
</tbody>
</table>

**MATH UN1201 Calculus III. 3 points.**
Prerequisites: MATH UN1101 or the equivalent.
Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramer’s rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. (SC)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1201</td>
<td>001/27988</td>
<td>M W 10:10am - 11:25am 203 Mathematics Building</td>
<td>Joanna Nelson</td>
<td>3</td>
<td>85/105</td>
</tr>
<tr>
<td></td>
<td>002/15820</td>
<td>M W 11:40am - 12:55pm 203 Mathematics Building</td>
<td>Teng Fei</td>
<td>3</td>
<td>51/100</td>
</tr>
<tr>
<td></td>
<td>003/62151</td>
<td>M W 11:10pm - 12:25pm 203 Mathematics Building</td>
<td>Joanna Nelson</td>
<td>3</td>
<td>86/105</td>
</tr>
<tr>
<td></td>
<td>004/68024</td>
<td>M W 4:10pm - 5:25pm 312 Mathematics Building</td>
<td>Jeffrey Kuan</td>
<td>3</td>
<td>100/116</td>
</tr>
<tr>
<td></td>
<td>005/60129</td>
<td>T Th 8:40am - 9:55am 304 Barnard Hall</td>
<td>Daniela De Silva</td>
<td>3</td>
<td>100/110</td>
</tr>
<tr>
<td></td>
<td>006/63259</td>
<td>T Th 4:10pm - 5:25pm 312 Mathematics Building</td>
<td>Akram Aliashahi</td>
<td>3</td>
<td>60/100</td>
</tr>
<tr>
<td></td>
<td>007/27974</td>
<td>T Th 5:40pm - 6:55pm 312 Mathematics Building</td>
<td>Akram Aliashahi</td>
<td>3</td>
<td>22/100</td>
</tr>
</tbody>
</table>

**MATH UN1202 Calculus IV. 3 points.**
Prerequisites: MATH UN1102 or MATH UN2101 or the equivalent.
Multiple integrals, Taylor’s formula in several variables, line and surface integrals, calculus of vector fields, Fourier series. (SC)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1202</td>
<td>001/24333</td>
<td>M W 6:10pm - 7:25pm 312 Mathematics Building</td>
<td>Mikhail Smirnov</td>
<td>3</td>
<td>81/100</td>
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<tr>
<td></td>
<td>002/87449</td>
<td>T Th 2:40pm - 3:55pm 203 Mathematics Building</td>
<td>Hao Shen</td>
<td>3</td>
<td>40/100</td>
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<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1202</td>
<td>001/26143</td>
<td>M W 11:40am - 12:55pm 312 Mathematics Building</td>
<td>Hao Shen</td>
<td>3</td>
<td>48/100</td>
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<tr>
<td></td>
<td>002/18218</td>
<td>M W 2:40pm - 3:55pm 312 Mathematics Building</td>
<td>Hao Shen</td>
<td>3</td>
<td>51/100</td>
</tr>
</tbody>
</table>
MATH UN1207 Honors Mathematics A. 4 points.
Prerequisites: (see Courses for First-Year Students). The second term of this course may not be taken without the first. Multivariable calculus and linear algebra from a rigorous point of view. Recommended for mathematics majors. Fulfills the linear algebra requirement for the major. (SC)

Fall 2017: MATH UN1207

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
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<td>001/11993</td>
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<td>David Hansen</td>
<td>4</td>
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<td>MATH 1207</td>
<td>002/26797</td>
<td>T Th 1:10pm - 2:25pm 520 Mathematics Building</td>
<td>Evan Warner</td>
<td>4</td>
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</tr>
</tbody>
</table>

MATH UN1208 Honors Mathematics B. 4 points.
Prerequisites: (see Courses for First-Year Students). The second term of this course may not be taken without the first. Multivariable calculus and linear algebra from a rigorous point of view. Recommended for mathematics majors. Fulfills the linear algebra requirement for the major. (SC)

Spring 2018: MATH UN1208

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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MATH UN2000 An Introduction to Higher Mathematics. 3 points.
Introduction to understanding and writing mathematical proofs. Emphasis on precise thinking and the presentation of mathematical results, both in oral and in written form. Intended for students who are considering majoring in mathematics but wish additional training. CC/GS: Partial Fulfillment of Science Requirement. BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Fall 2017: MATH UN2000

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>Walter Neumann</td>
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Spring 2018: MATH UN2000

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<tr>
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<td>Gus Schrader</td>
<td>3</td>
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</tr>
</tbody>
</table>

MATH UN2010 Linear Algebra. 3 points.
Prerequisites: MATH UN1201 or the equivalent. Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

Fall 2017: MATH UN2010

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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<tr>
<td>MATH 2010</td>
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<td>M W 4:10pm - 5:25pm 207 Mathematics Building</td>
<td>Nathan Dowlin</td>
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<td>Elliott Stein</td>
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</table>

MATH V2020 Honors Linear Algebra. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2017-18 academic year.

Prerequisites: MATH V1201.
A more extensive treatment of the material in Math V2010, with increased emphasis on proof. Not to be taken in addition to Math V2010 or Math V1207-Math V1208.

MATH UN2030 Ordinary Differential Equations. 3 points.
Prerequisites: MATH UN1102 and MATH UN1201 or the equivalent. Special differential equations of order one. Linear differential equations with constant and variable coefficients. Systems of such equations. Transform and series solution techniques. Emphasis on applications.

Fall 2017: MATH UN2030

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>Hector Chang- Lara</td>
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<td>Guillaume Barraquand</td>
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Spring 2018: MATH UN2030

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<td>Xin Sun</td>
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<td>MATH 2030</td>
<td>002/15654</td>
<td>T Th 2:40pm - 3:55pm 203 Mathematics Building</td>
<td>Kyler Siegel</td>
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</table>

MATH UN2500 Analysis and Optimization. 3 points.
Prerequisites: MATH UN1102 and MATH UN1201 or the equivalent and MATH UN2010.
Mathematical methods for economics. Quadratic forms, Hessian, implicit functions. Convex sets, convex functions. Optimization,
Fall 2017: MATH UN2500

<table>
<thead>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>Sylvan</td>
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MATH UN3007 Complex Variables. 3 points.
Prerequisites: MATH UN1202 An elementary course in functions of a complex variable.
Fundamental properties of the complex numbers, differentiability, Cauchy-Riemann equations. Cauchy integral theorem. Taylor and Laurent series, poles, and essential singularities. Residue theorem and conformal mapping. (SC)

Spring 2018: MATH UN3007

<table>
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<tr>
<th>Course Number</th>
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MATH UN3020 Number Theory and Cryptography. 3 points.
Prerequisites: one year of calculus.
Prerequisite: One year of Calculus. Congruences. Primitive roots. Quadratic residues. Contemporary applications.

Spring 2018: MATH UN3020

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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MATH UN3025 Making, Breaking Codes. 3 points.
Prerequisites: (MATH UN1101 and MATH UN1102 and MATH UN1201) and MATH UN2010.
A concrete introduction to abstract algebra. Topics in abstract algebra used in cryptography and coding theory.

Fall 2017: MATH UN3025

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
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MATH UN3027 Ordinary Differential Equations. 3 points.
Prerequisites: MATH UN102 and MATH UN1201 or the equivalent.
Corequisites: MATH UN2010

Fall 2017: MATH UN3027

<table>
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<th>Course Number</th>
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MATH UN3028 Partial Differential Equations. 3 points.
Prerequisites: MATH UN3027 and MATH UN2010 or the equivalent

Spring 2018: MATH UN3028

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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>Ovidiu Savin</td>
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MATH UN3050 Discrete Time Models in Finance. 3 points.
Prerequisites: (MATH UN1102 and MATH UN1201) or (MATH UN1101 and MATH UN1102 and MATH UN1201) and MATH UN2010
Recommended: MATH UN3027 (or MATH UN2030 and SIEO W3600).
Elementary discrete time methods for pricing financial instruments, such as options. Notions of arbitrage, risk-neutral valuation, hedging, term-structure of interest rates.

Spring 2018: MATH UN3050

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<tr>
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</table>

MATH UN3386 Differential Geometry. 3 points.
Prerequisites: MATH UN1202 or the equivalent.
Local and global differential geometry of submanifolds of Euclidean 3-space. Frenet formulas for curves. Various types of curvatures for curves and surfaces and their relations. The Gauss-Bonnet theorem.

Fall 2017: MATH UN3386

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>MATH 3386</td>
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<td>Richard Hamilton</td>
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</table>

MATH UN3901 Supervised Readings in Mathematics I. 2-3 points.
Prerequisites: The written permission of the staff member who agrees to act as sponsor (sponsorship limited to full-time instructors on the staff list), as well as the permission of the Director of Undergraduate Studies. The written permission must be deposited with the Director of Undergraduate Studies before registration is completed. Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Written reports and periodic conferences with the instructor.

MATH UN3902 Supervised Readings in Mathematics II. 2-3 points.
Prerequisites: The written permission of the staff member who agrees to act as sponsor (sponsorship limited to full-time instructors on the staff list), as well as the permission of the Director of Undergraduate Studies. The written permission must be deposited with the Director of Undergraduate Studies before registration is completed. Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project...
to a member of the staff and secure his or her willingness to act as sponsor. Written reports and periodic conferences with the instructor.

Spring 2018: MATH UN3902

<table>
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<th>Course Number</th>
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<td>Shrenik Shah</td>
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MATH UN3951 Undergraduate Seminars in Mathematics I. 3 points.
Prerequisites: Two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies’ permission.
The subject matter is announced at the start of registration and is different in each section. Each student prepares talks to be given to the seminar, under the supervision of a faculty member or senior teaching fellow.

Fall 2017: MATH UN3951

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<td>Daniela De Silva</td>
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MATH UN3952 Undergraduate Seminars in Mathematics II. 3 points.
Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies’ permission.
The subject matter is announced at the start of registration and is different in each section. Each student prepares talks to be given to the seminar, under the supervision of a faculty member or senior teaching fellow. Prerequisite: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies’ permission.

Spring 2018: MATH UN3952

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<th>Course Number</th>
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MATH V3997 Supervised Individual Research. 3 points.
Prerequisites: the written permission of the faculty member who agrees to act as a supervisor, and the director of undergraduate studies’ permission.
For specially selected mathematics majors, the opportunity to write a senior thesis on a problem in contemporary mathematics under the supervision of a faculty member.

MATH V3998 Supervised Individual Research. 3 points.
Prerequisites: the written permission of the faculty member who agrees to act as a supervisor, and the director of undergraduate studies’ permission.
For specially selected mathematics majors, the opportunity to write a senior thesis on a problem in contemporary mathematics under the supervision of a faculty member.

MATH UN1003 College Algebra and Analytic Geometry. 3 points.
Prerequisites: score of 550 on the mathematics portion of the SAT completed within the last year or the appropriate grade on the General Studies Mathematics Placement Examination. Columbia College students do not receive any credit for this course and must see their CSA advising dean. For students who wish to study calculus but do not know analytic geometry. Algebra review, graphs and functions, polynomial functions, rational functions, conic sections, systems of equations in two variables, exponential and logarithmic functions, trigonometric functions and trigonometric identities, applications of trigonometry, sequences, series, and limits.

Fall 2017: MATH UN1003

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>Dmitry Korb</td>
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<td>T Th 12:10pm - 2:00pm</td>
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Spring 2018: MATH UN1003

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<td>Wenhua Yu</td>
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<td>Daniel Gulotta</td>
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MATH GU4007 Analytic Number Theory. 3 points.
Prerequisites: MATH UN3007
A one semester course covering the theory of modular forms, zeta functions, L -functions, and the Riemann hypothesis. Particular topics covered include the Riemann zeta function, the prime number theorem, Dirichlet characters, Dirichlet L-functions, Siegel zeros, prime number theorem for arithmetic progressions, SL (2, Z) and subgroups, quotients of the upper half-plane and cusps, modular forms, Fourier expansions of modular forms, Hecke operators, L-functions of modular forms.

Spring 2018: MATH GU4007

<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>MATH 4007</td>
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<td>Dorian Goldfeld</td>
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MATH GU4032 Fourier Analysis. 3 points.
Prerequisites: three terms of calculus and linear algebra or four terms of calculus.
Prerequisite: three terms of calculus and linear algebra or four terms of calculus. Fourier series and integrals, discrete analogues, inversion and Poisson summation formulae, convolution. Heisenberg uncertainty principle. Stress on the application of Fourier analysis to a wide range of disciplines.

Spring 2018: MATH GU4032

<table>
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<tr>
<th>Course Number</th>
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<tr>
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<td>001/07321</td>
<td>M W 10:10am - 11:25am</td>
<td>Daniela De Silva</td>
<td>3</td>
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</tbody>
</table>

MATH GU4041 Introduction to Modern Algebra I. 3 points.
Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 or the equivalent
The second term of this course may not be taken without the first.
Groups, homomorphisms, rings, ideals, fields, polynomials, field
extensions, Galois theory.

### Fall 2017: MATH GU4041

<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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</thead>
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<tr>
<td>MATH 4041</td>
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<td>M W 10:10am - 11:25am</td>
<td>Walter Neumann</td>
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### Spring 2018: MATH GU4041

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<th>Course Number</th>
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<tr>
<td>MATH 4041</td>
<td>001/22816</td>
<td>T Th 11:40am - 12:55pm</td>
<td>Yihang Zhu</td>
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### MATH GU4042 Introduction To Modern Algebra II. 3 points.

Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 or the equivalent.
The second term of this course may not be taken without the first.
Groups, homomorphisms, rings, ideals, fields, polynomials, field extensions, Galois theory.

### Fall 2017: MATH GU4042

<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<td>MATH 4042</td>
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<td>Yihang Zhu</td>
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### Spring 2018: MATH GU4042

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<th>Course Number</th>
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<td>MATH 4042</td>
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<td>Walter Neumann</td>
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### MATH GU4043 Algebraic Number Theory. 3 points.

Prerequisites: MATH GU4041 and MATH GU4042 or the equivalent
Algebraic number fields, unique factorization of ideals in the ring of algebraic integers in the field into prime ideals. Dirichlet unit theorem, finiteness of the class number, ramification. If time permits, p-adic numbers and Dedekind zeta function.

### Fall 2017: MATH GU4043

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>MATH 4043</td>
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<td>Michael Harris</td>
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### MATH GU4044 Representations of Finite Groups. 3 points.

Prerequisites: MATH UN2010 and MATH GU4041 or the equivalent.
Finite groups acting on finite sets and finite dimensional vector spaces. Group characters. Relations with subgroups and factor groups. Arithmetic properties of character values. Applications to the theory of finite groups: Frobenius groups, Hall subgroups and solvable groups. Characters of the symmetric groups. Spherical functions on finite groups.

### Spring 2018: MATH GU4044

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<tr>
<td>MATH 4044</td>
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<td>Robert Friedman</td>
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### MATH GU4045 Algebraic Curves. 3 points.

Prerequisites: (MATH GU4041 and MATH GU4042) and MATH UN3007
Plane curves, affine and projective varieties, singularities, normalization, Riemann surfaces, divisors, linear systems, Riemann-Roch theorem.

### MATH W4046 Introduction to Category Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement
Not offered during 2017-18 academic year.

Prerequisites: MATH W4041.
Categories, functors, natural transformations, adjoint functors, limits and colimits, introduction to higher categories and diagrammatic methods in algebra.

### MATH GU4051 Topology. 3 points.

Prerequisites: (MATH UN1202 and MATH UN2010) and rudiments of group theory (e.g., MATH GU4041). MATH UN1208 or MATH GU4061 is recommended, but not required.

### Fall 2017: MATH GU4051

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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<tr>
<td>MATH 4051</td>
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<td>T Th 4:10pm - 5:25pm</td>
<td>Michael Thaddeus</td>
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### MATH W4052 Introduction to Knot Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: MATH W4051 Topology and / or MATH W4061 Introduction To Modern Analysis I (or equivalents) \(\text{\textbackslash nRecommended (can be taken concurrently): MATH V2010 linear algebra, or equivalent}

The study of algebraic and geometric properties of knots in \(\mathbb{R}^3\), including but not limited to knot projections and Reidemeister’s theorem, Seifert surfaces, braids, tangles, knot polynomials, fundamental group of knot complements. Depending on time and student interest, we will discuss more advanced topics like knot concordance, relationship to 3-manifold topology, other algebraic knot invariants.

### MATH GU4053 Introduction to Algebraic Topology. 3 points.

Prerequisites: MATH UN2010 and MATH GU4041 and MATH GU4051
The study of topological spaces from algebraic properties, including the essentials of homology and the fundamental group. The Brouwer fixed point theorem. The homology of surfaces. Covering spaces.

### Spring 2018: MATH GU4053

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<th>Course Number</th>
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<th>Times/Location</th>
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<tr>
<td>MATH 4053</td>
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<td>T Th 2:40pm - 3:55pm</td>
<td>Evan Warner</td>
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### MATH GU4061 Introduction To Modern Analysis I. 3 points.

Prerequisites: MATH UN1202 or the equivalent, and MATH UN2010.
The second term of this course may not be taken without the first.

### Fall 2017: MATH GU4061

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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<td>MATH 4061</td>
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<td>Bin Guo</td>
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</table>
Math 4061

Introduction to Differentiable Manifolds

Prerequisites: (MATH GU4051 or MATH GU4061) and MATH UN2010

MATH GU4062

Introduction to Modern Analysis II. 3 points.

Prerequisites: MATH UN1202 or the equivalent, and MATH UN2010. The second term of this course may not be taken without the first. Real numbers, metric spaces, elements of general topology. Continuous and differential functions. Implicit functions. Integration; change of variables. Function spaces.

Fall 2017: MATH GU4062

Course Number: 4062
Section/Call Number: 001/13821
Times/Location: M W 11:10am - 12:25pm
Instructor: Hui Yu
Points: 3
Enrollment: 10/100

Spring 2018: MATH GU4062

Course Number: 4062
Section/Call Number: 001/6781
Times/Location: M W 11:40am - 12:55pm
Instructor: Bin Guo
Points: 3
Enrollment: 17/64

MATH GU4065

Honors Complex Variables. 3 points.

Prerequisites: (MATH UN1207 and MATH UN1208) or MATH GU4061. A theoretical introduction to analytic functions. Holomorphic functions, harmonic functions, power series, Cauchy-Riemann equations, Cauchy's integral formula, poles, Laurent series, residue theorem. Other topics as time permits: elliptic functions, the gamma and zeta function, the Riemann mapping theorem, Riemann surfaces, Nevanlinna theory.

Fall 2017: MATH GU4065

Course Number: 4065
Section/Call Number: 001/75532
Times/Location: T Th 11:10am - 12:25pm
Instructor: Julien Dubedat
Points: 3
Enrollment: 9/64

Spring 2018: MATH GU4061

Course Number: 4061
Section/Call Number: 001/14621
Times/Location: M W 11:10am - 12:25pm
Instructor: Patrick Gallagher
Points: 3
Enrollment: 39/64

MATH GU4155 Probability Theory. 3 points.

Prerequisites: MATH GU4061 or MATH UN3007. A rigorous introduction to the concepts and methods of mathematical probability starting with basic notions and making use of combinatorial and analytic techniques. Generating functions. Convergence in probability and in distribution. Discrete probability spaces, recurrence and transience of random walks. Infinite models, proof of the law of large numbers and the central limit theorem. Markov chains.

Spring 2018: MATH GU4155

Course Number: 4155
Section/Call Number: 001/64497
Times/Location: M W 11:10am - 12:25pm
Instructor: Ioannis Karatzas
Points: 3
Enrollment: 14/35

MATH W4391

Intro to Quantum Mechanics: An Introduction for Mathematicians and Physicists I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2017-18 academic year.

Prerequisites: MATH V1202 or the equivalent and MATH V2010. This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

MATH W4392 Quantum Mechanics: An Introduction for Mathematicians and Physicists II. 3 points.

Not offered during 2017-18 academic year.

Prerequisites: MATH V1202 or the equivalent, MATH V2010, and MATH W4391. This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

Cross-Listed Courses

Computer Science

COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory. 3 points.

Lect: 3.

Prerequisites: Any introductory course in computer programming. Logic and formal proofs, sequences and summation, mathematical induction, binomial coefficients, elements of finite probability, recurrence relations, equivalence relations and partial orderings, and topics in graph theory (including isomorphism, traversability, planarity, and colorings).

Fall 2017: COMS W3203

Course Number: 3203
Section/Call Number: 001/62348
Times/Location: T Th 1:10pm - 2:25pm
Instructor: Ansaf Salleb-Aouissi
Points: 3
Enrollment: 103/100

Spring 2018: MATH GU4061

Course Number: 4061
Section/Call Number: 001/67260
Times/Location: M W 11:10am - 12:25pm
Instructor: Joanna Nelson
Points: 3
Enrollment: 15/49

MATH W4155 Probability Theory. 3 points.

Prerequisites: MATH GU4061 or MATH UN3007. A rigorous introduction to the concepts and methods of mathematical probability starting with basic notions and making use of combinatorial and analytic techniques. Generating functions. Convergence in probability and in distribution. Discrete probability spaces, recurrence and transience of random walks. Infinite models, proof of the law of large numbers and the central limit theorem. Markov chains.

Spring 2018: MATH GU4155

Course Number: 4155
Section/Call Number: 001/64497
Times/Location: M W 11:10am - 12:25pm
Instructor: Ioannis Karatzas
Points: 3
Enrollment: 14/35

MATH W4391 Intro to Quantum Mechanics: An Introduction for Mathematicians and Physicists I. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2017-18 academic year.

Prerequisites: MATH V1202 or the equivalent and MATH V2010. This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

MATH W4392 Quantum Mechanics: An Introduction for Mathematicians and Physicists II. 3 points.

Not offered during 2017-18 academic year.

Prerequisites: MATH V1202 or the equivalent, MATH V2010, and MATH W4391. This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

Cross-Listed Courses

Computer Science

COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory. 3 points.

Lect: 3.

Prerequisites: Any introductory course in computer programming. Logic and formal proofs, sequences and summation, mathematical induction, binomial coefficients, elements of finite probability, recurrence relations, equivalence relations and partial orderings, and topics in graph theory (including isomorphism, traversability, planarity, and colorings).

Fall 2017: COMS W3203

Course Number: 3203
Section/Call Number: 001/62348
Times/Location: T Th 1:10pm - 2:25pm
Instructor: Ansaf Salleb-Aouissi
Points: 3
Enrollment: 103/100

MATH W4155 Probability Theory. 3 points.

Prerequisites: MATH GU4061 or MATH UN3007. A rigorous introduction to the concepts and methods of mathematical probability starting with basic notions and making use of combinatorial and analytic techniques. Generating functions. Convergence in probability and in distribution. Discrete probability spaces, recurrence and transience of random walks. Infinite models, proof of the law of large numbers and the central limit theorem. Markov chains.

Spring 2018: MATH GU4155

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Times/Location: M W 11:10am - 12:25pm
Instructor: Ioannis Karatzas
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CC/GS: Partial Fulfillment of Science Requirement

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Prerequisites: MATH V1202 or the equivalent and MATH V2010. This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

MATH W4392 Quantum Mechanics: An Introduction for Mathematicians and Physicists II. 3 points.

Not offered during 2017-18 academic year.

Prerequisites: MATH V1202 or the equivalent, MATH V2010, and MATH W4391. This course will focus on quantum mechanics, paying attention to both the underlying mathematical structures as well as their physical motivations and consequences. It is meant for undergraduates with no previous formal training in quantum theory. The measurement problem and issues of non-locality will be stressed.

Cross-Listed Courses

Computer Science

COMS W3203 Discrete Mathematics: Introduction to Combinatorics and Graph Theory. 3 points.

Lect: 3.

Prerequisites: Any introductory course in computer programming. Logic and formal proofs, sequences and summation, mathematical induction, binomial coefficients, elements of finite probability, recurrence relations, equivalence relations and partial orderings, and topics in graph theory (including isomorphism, traversability, planarity, and colorings).

Fall 2017: COMS W3203

Course Number: 3203
Section/Call Number: 001/62348
Times/Location: T Th 1:10pm - 2:25pm
Instructor: Ansaf Salleb-Aouissi
Points: 3
Enrollment: 103/100
The Medieval and Renaissance program at Barnard College is designed to enable students to acquire both a broad knowledge of the European Middle Ages and/or Renaissance and a richer and more detailed understanding in one area of concentration chosen by the student. Students can elect to concentrate in one of the following disciplines: art history, history, literature, philosophy, romance philology, music, or religion. We encourage our students to take advantage of relevant courses taught at Columbia as well as at Barnard, with the result that more than sixty courses are currently listed as approved for the major.

**Student Learning Outcomes**

Students who graduate with a major in Medieval and Renaissance Studies will be able to attain the following outcomes:

- Demonstrate a broad knowledge of the European Middle Ages and/or Renaissance.
- Show they also have in-depth knowledge in their chosen concentration of study.
- Create an original research project centered in primary sources.

This program is supervised by the Committee on Medieval and Renaissance Studies:

**Director:** Rachel Eisendrath (English)

**Professors:** Christopher Baswell (English), Elizabeth Castelli (Religion), Achsah Guibbory (English), Kim Hall (English), Joel Kaye (History), Keith Moxey (Art History), Peter Platt (English), Anne Lake Prescott (English), Deborah Valenze (History)

**Assistant Professors:** Orlando Bentancor (Spanish and Latin American Cultures)

**Senior Lecturer:** Laurie Postlewaite (French), Timea Szell (English)

Columbia University Faculty:

**Professors:** Peter Awn (Religion), Teodolinda Barolini (Italian), Susan Crane (English), Kathy Eden (English), Carmela Franklin (Classics), Jean Howard (English), Martha Howell (History), Christina Mercer (Philosophy), Stephen Murray (Art History), David Rosand (Art History), James Shapiro (English), Robert Somerville (Religion), Paul Strohm (English)

**Associate Professor:** Jo Ann Cavallo (Italian), Julie Crawford (English), Matthew Jones (History), Holger Klein (Art History), Adam Kosto (History), Pamela Smith (History)

**Assistant Professors:** Patricia Dailey (English), Molly Murray (English), Neslihan Senocak (History)

**Requirements for the Major**

Major programs are established individually with a concentration in one of these disciplines: art history, history, literature, philosophy, romance philology, music, or religion. Each student, after consultation with the chair, chooses an adviser in her area of concentration.

A minimum of 11 courses are required for the major in Medieval and Renaissance Studies:

- Five courses in the area of concentration;
- Two history courses for students who are not concentrating in history;
- Two courses in the other disciplines mentioned above for those who are;
- Two electives in areas outside the concentration, to be chosen in consultation with the adviser; and

**MEDR BC3998 Directed Research for the Senior Project and MEDR BC3999 Directed Research for the Senior Project**, a two-semester program of interdisciplinary research leading to the writing of the senior essay.

**Industrial Engineering and Operations Research**

**CSOR E4010 Graph Theory: A Combinatorial View. 3 points.**

**Lect.** 3.

Prerequisites: Linear Algebra, or instructor’s permission.

Graph Theory is an important part of the theoretical basis of operations research. A good understanding of the basic fundamentals of graph theory is necessary in order to apply the theory successfully in the future. This is an introductory course in graph theory with emphasis on its combinatorial aspects. It covers basic definitions, and some fundamental concepts in graph theory and its applications. Topics include trees and forests, graph coloring, connectivity, matching theory, counting, voltage graph theory.

**COMS W2351 Computational Linear Algebra. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: two terms of calculus. Computational linear algebra, solution of linear systems, sparse linear systems, least squares, eigenvalue problems, and numerical solution of other multivariate problems as time permits.

**COMS W4203 Graph Theory. 3 points.**

Lect: 3.

Prerequisites: (COMS W3203) General introduction to graph theory. Isomorphism testing, algebraic specification, symmetries, spanning trees, traversability, planarity, drawings on higher-order surfaces, colorings, extremal graphs, random graphs, graphical measurement, directed graphs, Burnside-Polya counting, voltage graph theory.

**Spring 2018: COMS W4203**

**Course Number** | **Section/Call Number** | **Times/Location** | **Instructor** | **Points** | **Enrollment**
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COMS 4203 | 001/63591 | T Th 2:40pm - 3:55pm 327 Seeley W. Mudd Building | Timothy Sun | 3 | 32/39

**Industrial Engineering and Operations Research**

**CSOR E4010 Graph Theory: A Combinatorial View. 3 points.**


Prerequisites: Linear Algebra, or instructor’s permission.

Graph Theory is an important part of the theoretical basis of operations research. A good understanding of the basic fundamentals of graph theory is necessary in order to apply the theory successfully in the future. This is an introductory course in graph theory with emphasis on its combinatorial aspects. It covers basic definitions, and some fundamental concepts in graph theory and its applications. Topics include trees and forests, graph coloring, connectivity, matching theory, and others. This course will provide a solid foundation for students in the IEOR department, on which further courses may build.

**Medieval & Renaissance Studies**

312 Milbank
212-854-5321

**Mission**

The Medieval and Renaissance program at Barnard College is designed to enable students to acquire both a broad knowledge of the European Middle Ages and/or Renaissance and a richer and more detailed understanding in one area of concentration chosen by the student. Students can elect to concentrate in one of the following disciplines: art history, history, literature, philosophy, romance philology, music, or religion. We encourage our students to take advantage of relevant courses taught at Columbia as well as at Barnard, with the result that more than sixty courses are currently listed as approved for the major.
(In some cases, a senior seminar in one of the departments may be substituted for MEDR BC3998 Directed Research for the Senior Project or MEDR BC3999 Directed Research for the Senior Project.)

Students are required to write an interdisciplinary senior essay based on two semesters of research in their field of concentration and in another discipline, carried out under the supervision of their area adviser and another from the second discipline. The choice of topic for this senior project and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program.

In addition to the language used to fulfill the general four-semester requirement for graduation, the student must have completed two semesters of a second language (or the equivalent) relevant to her area of concentration.

The following courses represent only a sample of those that can be taken to satisfy the program requirement. Other relevant courses may be taken with the permission of the chair.

No minor is offered in Medieval and Renaissance Studies.

MEDR BC3998 Directed Research for the Senior Project. 4 points.
Two semesters of supervised interdisciplinary research in Medieval or Renaissance Studies terminating in the writing of a senior essay. The program of research is determined in consultation with the chair and under the guidance of the area adviser. It is supervised by the latter and an adviser from the second discipline involved in the project.

MEDR BC3999 Directed Research for the Senior Project. 4 points.
Two semesters of supervised interdisciplinary research in Medieval or Renaissance Studies terminating in the writing of a senior essay. The program of research is determined in consultation with the chair and under the guidance of the area adviser. It is supervised by the latter and an adviser from the second discipline involved in the project.

Cross-Listed Courses

Art history and Archaeology
AHIS W3230 Medieval Architecture. 3 points.
Not offered during 2017-18 academic year.
Developed collaboratively and taught digitally spanning one thousand years of architecture.

AHIS W3407 Early Italian Art. 3 points.
Discussion Section Required
Not offered during 2017-18 academic year.
An introduction to the origins and early development of Italian Renaissance painting as a mode of symbolic communication between 1300-1600. Artists include Giotto, Fra Angelico, Masaccio, Mantegna, and Leonardo da Vinci. Emphasis on centers of painting in Florence, Siena, Assisi, Venice and Rome.

Classics
LATN UN3033 Medieval Language and Literature. 3 points.
Prerequisites: four semesters of college Latin or the instructor's permission.
This survey focuses on translation, grammatical analysis, and discussion of the literary and cultural contexts of medieval Latin prose and poetry. It includes widely read texts by major authors (e.g. Augustin, Boethius, Abelard and Heloise, Bernard of Clairvaux, Petrarch) as well as lesser-known anonymous pieces (e.g. love lyric from the Cambridge Songs and the Carmina Burana, poetic satire from a rotulus, and a novel, the Historia Apollonii).

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<th>Fall 2017: LATN UN3033</th>
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LATN GU4152 Medieval Latin Literature. 3 points.
Prerequisites: the instructor's permission.
This course covers various topics in Medieval Latin Literature.

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<th>Spring 2018: LATN GU4152</th>
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English & Comparative Literature

ENGL UN3336 Shakespeare II. 3 points.
(Lecture). Shakespeare II examines plays from the second half of Shakespeare's dramatic career, primarily a selection of his major tragedies and his later comedies (or "romances").

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<thead>
<tr>
<th>Spring 2018: ENGL UN3336</th>
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<td>ENGL 3336</td>
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English (Barnard)

ENGL BC3136 Renaissance Epic. 3 points.
Not offered during 2017-18 academic year.

The epic tradition raises crucial questions about the interrelationship of literature and power. In telling the story of war and empire building, how does epic both promote and also challenge the cause of the winner? How does epic preserve a space for more lyrical forms of subjectivity? What does this literary form tell about the role of women, the nameless majority and the global ‘other’ in the West? In this course, we will trace the European epic tradition, studying Homer’s Iliad, Virgil’s Aeneid, Spenser’s The Faerie Queene and Milton’s Paradise Lost. Finally, we will read a contemporary poet’s reflection on this tradition, Alice Oswald’s Memorial: An Excavation of the Iliad.

ENGL BC3154 Chaucer Before Canterbury. 3 points.
Chaucer’s innovations with major medieval forms: lyric, the extraordinary dream visions, and the culmination of medieval romance, Troilus and Criseyde. Approaches through close analysis, and feminist and historicist interpretation. Background readings in medieval life and culture.

ENGL BC3155 Canterbury Tales. 3 points.
Chaucer as inheritor of late-antique and medieval conventions and founder of early modern literature and the fiction of character. Selections from related medieval texts.
ENGL BC3158 Medieval Literature: Literatures of Medieval Britain. 3 points.
Not offered during 2017-18 academic year.

It’s easy to forget that medieval literature wasn’t always old and “quaint” as it seems to many of us today. For writers and artists of that era, they were modern, too. But they also imagined their own past and (like many of us) they often had a nostalgic yearning for that lost time. This course will explore a number of forms of medieval literature, mostly British but also some continental, as it explores versions of its past, and especially the ultimately tragic story of King Arthur. We will read across many medieval genres, including some little known today, like lives of saints. But the course will focus on narratives of quest: heroic, psychological, and erotic. We will also explore some of the often beautiful medieval manuscripts in which these texts were often copied. We will read most Middle English texts in the original language; we’ll study French and Latin texts in translation.

ENGL BC3163 Shakespeare I. 3 points.
A critical and historical introduction to Shakespeare’s comedies, histories, tragedies, and romances. Please note that you do not need to take ENGL BC3163: Shakespeare I and ENGL BC3164: Shakespeare II in sequence; you may take them in any order.

ENGL BC3164 Shakespeare II. 3 points.
Prerequisites: Enrollment limited to 60 students.
Critical and historical introduction to selected comedies, histories, tragedies, and romances by Shakespeare. Please note that you do not need to take ENGL BC3163: Shakespeare I and ENGL BC3164: Shakespeare II in sequence; you may take them in any order.

ENGL BC3165 The Elizabethan Renaissance: Lyric Poetry. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

In this course, we will read closely the lyric poetry of Petrarch, Ronsard, Sidney, Spenser, Marlowe, Shakespeare, Greville, Barnfield, Donne, Chapman, Raleigh, Jonson. In what ways did the lyric serve as a vehicle for expressing a highly interiorized subjectivity? And how did this interiorized subjectivity reflect a changing world?

ENGL BC3166 Seventeenth-Century Prose and Poetry. 3 points.
The seventeenth-century produced great lyric poetry exploring love and desire, doubt and faith, sex and God. It was also a century of intellectual, political, and religious revolutions, giving birth to modern ways of thinking. We will read poetry by John Donne, Aemelia Lanyer, George Herbert, Robert Herrick, Andrew Marvell, but we will begin with extended attention to Donne, whose poetry continues to influence contemporary poetry. For science, politics, religion, and philosophy and how they are intertwined, we will read prose by Francis Bacon (on “modern experimental science”) and Thomas Browne (on science and faith), Thomas Hobbes (government as the solution to a brutish life) and the radical “Levelers” (early communists), “mad” Margaret Cavendish, and the Quaker Margaret Fell (defense of women’s right to preach). Fascinating readings, understood in their historical context with a sense of their current resonance.
French (Barnard)

**FREN BC3021 Major French Texts I. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Satisfaction of the language requirement or the equivalent.

Medieval, Renaissance, and Classical literature in their cultural context.

**Fall 2017: FREN BC3021**

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<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
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<td>001/04912</td>
<td>T Th 4:19pm - 5:25pm</td>
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**FREN BC3023 The Culture of France I. 3 points.**


Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or the equivalent.

Historical analysis of mentalités from the Middle Ages to the reign of Louis XIV through symbol, structure, and self-presentation.

**FREN BC3029 Laughter in the Middle Ages and Renaissance. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.

Explores both the traditional comic forms of early French literature (farce, sottie, fabliau, burlesque, grotesque) and comedic elements of serious genres such as chanson de geste, saint’s lives, and romance. An investigation into the mentalités of the Middle Ages and Renaissance through an understanding of what made people laugh.

**FREN BC3032 Women and Writing in Early Modern France. 3 points.**

Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.

Examination of cultural and literary phenomena in 15th through 17th century France, focusing on writings by and about women.

**FREN BC3033 Literature of the French Renaissance and the Baroque. 3 points.**

Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.

Experimentation and discovery in the arts, in science and technology, and in the understanding of the human experience. Explores how the works of French poets, prosateurs, and playwrights reflect both the vibrancy and splendor of the time, as well as the struggle of an era preoccupied with death and rebirth.

**FREN BC3034 French Baroque and Classical Literature. 3 points.**

Not offered during 2017-18 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.

Interdisciplinary exploration of the literature and culture of the Grand Siècle.

History (Barnard)

**HIST W4101 The World We Have Lost: Daily Life in Pre-Modern Europe. 4 points.**

Not offered during 2017-18 academic year.

What was daily life like for the “average” European in pre-industrial society? This course will examine the material circumstances of life in Europe from 1400-1800, and will investigate how historians are able to enter into the inner life and mental world of people who lived in past. How did people respond intellectually and emotionally to their material circumstances? The readings and discussions in the course aim to examine such questions, with an eye both to learning about the material conditions of life in pre-modern Europe, and to understanding the techniques by which historians are able to make the imaginative leap back into the mental world of the past. Field(s): *EME

History (Barnard)

**HIST BC1062 Introduction to Later Middle Ages: 1050-1450. 4 points.**


Social environment, political, and religious institutions, and the main intellectual currents of the Latin West studied through primary sources and modern historical writings.

**HIST BC3062 Medieval Economic Life and Thought ca 1000 to 1500. 4 points.**


Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith.

**HIST BC3062 Medieval Economic Life and Thought ca 1000 to 1500. 4 points.**


Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith.

**HIST BC3064 Medieval Science and Society. 4 points.**

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools.
HIST BC3360 London: From Great Wen to World City. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Social and cultural history of London from the Great Fire of 1666 to the 1960s. An examination of the changing experience of urban identity through the commercial life, public spaces, and diverse inhabitants of London. Topics include 17th-century rebuilding, immigrants and emigrants, suburbs, literary culture, war, and redevelopment.

Italian
ITAL W4091 Dante’s <i>Divina Commedia</i> I. 4 points.
ITALIAN MAJORS AND ITALIAN DEPT GRADUATE STUDENTS MUST REGISTER FOR SECTION 001. <b>Not offered during 2017-18 academic year.</b>

Prerequisites: SECTION 001: reading knowledge of Italian. SECTION 002: none.
A year-long course in which the “Commedia” is read over two consecutive semesters; students can register for the first, the second, or both semesters. This course offers a thorough grounding in the entire text and an introduction to the complexities of its exegetical history. Attention not only to historical and theological issues, but also to Dante’s mimesis, his construction of an authorial voice that generations of readers have perceived as “true,” and the critical problems that emerge when the virtual reality created in language has religious and theological pretensions. SECTION 001: Lectures in English, text in Italian; examinations require the ability to translate Italian. SECTION 002: Lectures in English, examinations in English; students who can follow lectures with the help of translations but who cannot manage the Italian should register for this section.

ITAL W4092 Dante’s <i>Divina Commedia</i> II. 4 points.
ITALIAN MAJORS AND ITALIAN DEPT GRADUATE STUDENTS MUST REGISTER FOR SECTION 001. <b>Not offered during 2017-18 academic year.</b>

Prerequisites: SECTION 001: reading knowledge of Italian. SECTION 002: none.
A year-long course in which the “Commedia” is read over two consecutive semesters; students can register for the first, the second, or both semesters. This course offers a thorough grounding in the entire text and an introduction to the complexities of its exegetical history. Attention not only to historical and theological issues, but also to Dante’s mimesis, his construction of an authorial voice that generations of readers have perceived as “true,” and the critical problems that emerge when the virtual reality created in language has religious and theological pretensions. SECTION 001: Lectures in English, text in Italian; examinations require the ability to translate Italian. SECTION 002: Lectures in English, examinations in English; students who can follow lectures with the help of translations but who cannot manage the Italian should register for this section.

Philosophy (Barnard)
PHIL UN2201 History of Philosophy II: Aquinas to Kant. 4 points.
Recitation Section Required
Corequisites: PHIL V2217 Required Discussion Section (0 points).
PHIL V2101 is not a prerequisite for this course. Exposition and analysis of the metaphysics, epistemology, and natural philosophy of the major philosophers from Aquinas through Kant. Authors include Aquinas, Galileo, Gassendi, Descartes, Spinoza, Leibniz, Berkeley, Hume, and Kant. This course has unrestricted enrollment.

Spring 2018: PHIL UN2201

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<th>Course Number</th>
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<th>Points</th>
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PHIL V3237 Late Medieval and Modern Philosophy. 3 points.
BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Prerequisites: One philosophy course or permission of the instructor.
Study of one or more of the major philosophers from the Renaissance through the 18th century. Sample topics: substance and matter; bodies, minds, and spirits; identity and individuation; ideas of God; causation; liberty and necessity; skepticism; philosophy and science; ethical and political issues. Sample philosophers: Descartes, Spinoza, Leibniz, Conway, Locke, Berkely, Hume, Kant.

Religion
RELI V3140 Early Christianity. 3 points.
Examination of different currents in early Christianity. Discussion of gnosticism, monasticism, conflicts of gender and class, and the work of writers such as Origen and Augustine.

RELI W4170 History of Christianity: Topics in Pre-Modern Papal History. 4 points.
Prerequisites: the instructor’s permission.
An examination of a series of episodes that are of special consequence for papal history in Late Antiquity and the Middle Ages. Readings in both primary and secondary sources in English translation.

RELI W4171 Law and Medieval Christianity. 4 points.
Prerequisites: the instructor’s permission.
An introduction to the importance of Church law for the study of medieval Christianity through readings in both primary and secondary sources (all in English or English translations). Topics will be selected, as the sources permit, to illustrate the evolution of Western canon law and its impact both as a structural and as an ideological force, in medieval Christianity and in medieval society in general.

Music

Barnard College Department of Music
319 Milbank Hall
212-854-5096
Columbia University Department of Music
621 Dodge Hall
212-854-3825
Department Assistant: Mary Missirian

Mission
The Barnard Music Program provides the vocal program for the university, which includes the Barnard-Columbia Chorus and Chamber Choir, solo studio voice lessons and two levels of limited-enrollment vocal classes, Technique in Singing, and the Vocal Repertoire Class. In addition, the program provides a music history course, Introduction to Music, which is a year-long survey of Western European art music, from sixth-century Gregorian Chant to the work of living composers. The course fulfills the Fine and Performing Arts requirement of the
General Education Requirements and also serves as a pre-requisite for the music major. Students may complete a senior project in music repertoire by presenting an hour-long recital, or may write a fifty-page thesis project in music research. The successful student will gain professional level performance skills though studio lessons and the theory and ear training sequence, and gain a comprehensive knowledge of music history from the courses in historical musicology and ethnomusicology provided by the Music Department at Columbia University.

Student Learning Outcomes

Students who successfully graduate with a major in music will be able to attain the following outcomes:

1. Analyze the harmonic structure of art music and identify schools of composition by historic period and nationality;
2. Read music at sight at the keyboard, with their instrument, or sight sing representative excerpts from all periods of Western European art music;
3. Perform at a professional level vocally or instrumentally;
4. Demonstrate in-depth knowledge of the diversity of style, musical period and mastery of the representative literature for voice or instrument.
5. Apply knowledge of musical theories, traditions and periods to the study of the major;
6. Communicate effectively orally and in writing;
7. Explain the theoretical concepts and organizational principles, harmony, pitch, and rhythm of both non-Western and Western art music.

Director: Gail Archer, Professor of Professional Practice

Other officers of the University offering courses listed below:

Professors: Joseph Dubiel, Walter Frisch, Brad Barton, Ellie Hisama, Fred Lerdahl, George Lewis, Elaine Sisman, John Szwed
Associate Professors: Susan Boynton, Aaron Fox, Giuseppe Gerbino, Ana Maria Ochnoa, Christopher J. Washburne
Assistant Professors: Ellen Gray, Karen Henson

Lecturers: Deborah Bradley-Kramer, Jeffrey Milarsky

Director of Music Performance: Magdalena Stern-Baczewska

BC Adjunct Professor: Kristy Barbacane, Lauren Ninoshvili

BC Music Associates: Jean-Paul Björlin, Harolyn Blackwell, Spiro Malas, Jane McMahan, Josephine Mongiardo, Robert Osborne


Requirements for the Music Major

Program of Study: To be planned with the department consultant before the end of the sophomore year. Prospective music majors should complete the prerequisites by the end of their sophomore year and are encouraged to complete them by the end of their first year. By the end of her first year as a music major, the student should select a faculty adviser.

Prerequisite: MUSI BC1001 An Introduction to Music I or MUSI BC1002 An Introduction to Music II, MUSI UN1002 Fundamentals of Music, and MUSI UN1312 Introductory Ear Training. Prospective music majors are advised to satisfy the prerequisites prior to their declaration as majors or before the end of their sophomore year. This requirement may be fulfilled either through successful completion of the courses or satisfactory performance on examinations administered each semester by the department.

Courses: At least 40 points, including MUSI UN2318 Music Theory I - MUSI UN2319 Music Theory II; MUSI UN3321 Music Theory III - MUSI UN3322 Music Theory IV; four semesters of ear training, unless the student is exempt by exam; the following two history courses: MUSI UN3128 History of Western Music I: Middle Ages To Baroque and MUSI UN3129 History of Western Music II: Classical To the 20th Century; and at least three 2000- or 4000-level electives in her area of interest (theory, history, composition, or ethnomusicology). The remaining points are chosen from 2000- to 4000-levels. No more than 6 points of 2000-level courses and no more than 4 points of instrumental or vocal lessons will count toward the major.

Senior Project: In the fall semester of the senior year, a major must enroll in MUSI BC3992 Senior Seminar for Music Majors in which she will write a paper which deals with primary sources. In the spring semester of the senior year, a student will either work with her adviser to expand the paper written in the senior seminar by taking MUSI BC3990 Senior Project: Senior Research, or she will take MUSI BC3991 Senior Project: Music Repertoire and prepare an hour-long vocal or instrumental recital, or compose an original composition.

Keyboard Proficiency: Music majors will be required to take a keyboard proficiency exam, which must be arranged by making an appointment with a member of the piano faculty, immediately upon declaration of the major. Those who do not pass the exam will be required to take MUSI W1517 Keyboard Harmony and Musicianship - MUSI UN1518 Keyboard Harmony and Musicianship, for 1 point each term, which will count against the maximum 4 points allowed toward completion of the major.

Languages: For students who plan to do graduate work in music, the study of German, French, Italian, and/or Latin is recommended.

Note: With the permission of Gail Archer, Barnard Director, students may take lessons at the Manhattan School of Music or the Julliard School. For non-majors, there is a six semester limit, but majors may continue for the remainder of their program.

Practice Rooms: Piano practice rooms are available, at a nominal fee, upon application to the Music Department in 319 Milbank. Application should be made during the first week of classes. Preference in assigning hours is given to students taking piano instruction, majors, and concentrators, in order of application. The organ studio in St. Paul's Chapel is available for organ practice. Arrangements should be made with Mary Monroe, Associate in Organ Performance, during the first week of classes.

Requirements for Ethnomusicology Track in the Music Major

The ethnomusicology track combines the social science of music in such courses as the Social Science of Music and Asian Music
Humanities, together with anthropology as a regular option for all students. All special majors in ethnomusicology must take two courses in anthropology at the recommendation of the Barnard anthropology department in consultation with ethnomusicology faculty at Columbia.

Courses for an ethnomusicology track in the music major

Pre-requisite: One semester of Introduction to Music MUSI BC1001 An Introduction to Music I or MUSI BC1002 An Introduction to Music II

Requirements for the Minor

4 Terms of Theory

MUSI UN2318 Music Theory I  MUSI UN2319 Music Theory II
MUSI UN3321 Music Theory III  MUSI UN3322 Music Theory IV

4 Terms of Ear-Training (unless student is exempt by exam)

MUSI UN2314 Ear Training, I  MUSI UN2315 Ear Training, II
MUSI UN3316 Ear Training, III  MUSI UN3317 Ear Training, IV

2 Terms of History

MUSI UN3128 History of Western Music I: Middle Ages To Baroque
MUSI UN3129 History of Western Music II: Classical To the 20th Century

Instrumental Instruction and Performance Courses

Please note: In the instrumental lesson listed below, all offered on a weekly, individual basis, a course of half-hour lessons earns 1 point of credit, and a course of one-hour lessons earns 2 points of credit. Unless otherwise indicated on auditions and registration is posted during the fall registration period by director of Music Performance Program.

MUSI BC1001 An Introduction to Music I. 3 points.


Prerequisites: no previous knowledge of music is required.

A survey of the development of Western music from 6th-century Gregorian Chant to Bach and Handel, with emphasis upon important composers and forms. Extensive listening required.

Fall 2017: MUSI BC1001

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<th>Instructor</th>
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<tr>
<td>MUSI 1001</td>
<td>002/07740</td>
<td>T Th 5:40pm - 6:55pm 325 Milbank Hall</td>
<td>Marilyn McCoy</td>
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MUSI BC1002 An Introduction to Music II. 3 points.


Prerequisites: no previous knowledge of music is required.

A survey of the development of Western music from the first Viennese Classical school at the end of the 18th century to the present, with emphasis upon composers and forms. Extensive listening required.

Spring 2018: MUSI BC1002

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MUSI BC1501 Voice Instruction. 2 points.

Entrance by audition only. Call Barnard College, Department of Music during registration for time and place of audition (854-5096).

Fall 2017: MUSI BC1501

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MUSI BC1502 Voice Instruction. 2 points.

Entrance by audition only. Call Barnard College, Department of Music during registration for time and place of audition (854-5096).

Spring 2018: MUSI BC1502

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<td>MUSI 1502</td>
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<td>M W 7:00pm - 8:15pm 405 Milbank Hall</td>
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MUSI UN1593 Barnard-Columbia Chorus. 1 point.

May be taken for Pass credit only.

Prerequisites: auditions by appointment made at first meeting. Contact Barnard College, Department of Music (854-5096).

Membership in the chorus is open to all men and women in the University community. The chorus gives several public concerts each season, both on and off campus, often with other performing organizations. Sight-singing sessions offered. The repertory includes works from all periods of music literature. Students who register for chorus will receive a maximum of 4 points for four or more semesters.

Fall 2017: MUSI UN1593

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<th>Course Number</th>
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MUSI UN1594 Barnard-Columbia Chorus. 1 point.
May be taken for Pass credit only.

Prerequisites: auditions by appointment made at first meeting. Contact Barnard College, Department of Music (854-5096).
Membership in the chorus is open to all men and women in the University community. The chorus gives several public concerts each season, both on and off campus, often with other performing organizations. Sight-singing sessions offered. The repertory includes works from all periods of music literature. Students who register for chorus will receive a maximum of 4 points for four or more semesters.

MUSI BC3139 Introduction to Vocal Repertoire: Technique in Singing and Performance. 3 points.
This course is designed for developing singers. Group vocalizing, learning of songs and individual workshop performances are aimed at improving the student’s technical skill and the elements necessary to create a meaningful musical and dramatic experience. Attention to text, subtext, emotional and psychological aspects of a piece and the performer’s relationship to the audience are included in the work. Repertoire is predominantly in English and comes from both classical and popular traditions Individual coaching sessions are available with the class accompanist and help strengthen the students’ confidence and skill. The class culminates with an in-class performance.

Spring 2018: MUSI UN1594
Course Number  | Section/Call Number  | Times/Location  | Instructor  | Points  | Enrollment  
MUSI 1594    | 001/05085           | T Th 6:00pm - 8:00pm | Gail Archer | 1      | 19         

MUSI UN1595 Barnard-Columbia Chamber Singers. 1 point.
May be taken for Pass credit only.

Prerequisites: auditions by appointment made at first meeting. Contact Barnard College, Department of Music (854-5096).
Membership in the chorus is open to all men and women in the University community. The chorus gives several public concerts each season, both on and off campus, often with other performing organizations. Sight-singing sessions offered. The repertory includes works from all periods of music literature.

Fall 2017: MUSI UN1595
Course Number  | Section/Call Number  | Times/Location  | Instructor  | Points  | Enrollment  
MUSI 1595    | 001/07745           | T Th 8:00pm - 9:30pm | Gail Archer | 1      | 4          

MUSI UN1596 Barnard-Columbia Chamber Singers. 1 point.
May be taken for Pass credit only.

Prerequisites: contact Barnard College, Department of Music (854-5096).
Membership in the chorus is open to all men and women in the University community. The chorus gives several public concerts each season, both on and off campus, often with other performing organizations. Sight-singing sessions offered. The repertory includes works from all periods of music literature.

Spring 2018: MUSI UN1596
Course Number  | Section/Call Number  | Times/Location  | Instructor  | Points  | Enrollment  
MUSI 1596    | 001/05333           | T Th 8:00pm - 9:30pm | Gail Archer | 1      | 10         

MUSI BC3140 Vocal Repertoire, Technique and Expression. 3 points.
Vocal exercises and exploration of wide-ranging repertoires, styles, and languages of the Western European song tradition. The rich variety of English, French, Italian and German poetry and music from the Baroque period through the Twentieth Century allows the student to experience both the music and the cultural environment of each of these styles. Attention is given both to meaning oftex and musical interpretation. Individual coaching sessions are available with the class accompanist and help strengthen the students’ confidence and skill. The class culminates with an in-class performance.

Spring 2018: MUSI BC3140
Course Number  | Section/Call Number  | Times/Location  | Instructor  | Points  | Enrollment  
MUSI 3140    | 001/04279           | F 2:00pm - 3:45pm | Josephine Mongiardo | 3      | 13         

MUSI BC3145 Worldmuse Ensemble. 3 points.
Worldmuse Ensemble delves into compelling music from many genres such as world music, gospel, classical—old and new. We perform without a conductor, increasing awareness and interaction among ourselves and our audience. We collaboratively integrate music, dance, and theatre traditions (masks etc.). For experienced singers, and instrumentalists and dancers who sing.

Spring 2018: MUSI BC3145
Course Number  | Section/Call Number  | Times/Location  | Instructor  | Points  | Enrollment  
MUSI 3145    | 001/03263           | F 2:15pm - 4:00pm | Jean-Paul Bjorlin | 3      | 10         

MUSI BC3990 Senior Project: Senior Research. 3 points.
Working with her advisor, a student will expand the research project initiated in the Fall Senior Seminar for Music Majors (BC3992x). In order to satisfy the requirement, the student will complete a fifty page research paper.

Fall 2017: MUSI BC3990
Course Number  | Section/Call Number  | Times/Location  | Instructor  | Points  | Enrollment  
MUSI 3990    | 001/00573           |               | Gail Archer | 3      | 0          

Spring 2018: MUSI BC3990
MUSI BC3991 Senior Project: Music Repertoire. 0 points.
Working with her advisor, a student will develop a vocal or instrumental recital program with representative musical works from a variety of historical periods. In order to satisfy the requirement, the student will present an hour long public performance of the recital program. Students may also satisfy this requirement by composing original vocal or instrumental works.

MUSI BC3992 Senior Seminar for Music Majors. 3 points.
The goals of this seminar are a) to introduce senior music majors to ethnographic, bibliographic, and archival research methods in music and b) to help the same students develop, focus, implement, draft, revise, and polish a substantive, original piece of research (25-30 pages) which will serve as the senior project. The course will begin with a survey of academic literature on key problems in musicological research and writing, and will progress to a workshop/discussion format in which each week a different student is responsible for assigning readings and leading the discussion on a topic which s/he has formulated and deemed to be of relevance to her own research.

MUSI G4122 Songs of the Troubadours. 4 points.
Prerequisites: HUMA W1123, MUSI V3128.
This interdisciplinary seminar approaches the songs of the troubadours as poetic and musical traditions. Together we will develop methods for analysis and interpretation, situate the songs within literary and social history, and address broad issues such as the nature of performance, the interplay between orality and writing, the origins of troubadour poetry, fin’amor, and gender. Students will learn to analyze the poetic and musical structure of the songs and to transcribe and edit them from medieval manuscripts. Weekly assignments in Paden’s book. Individually designed paper of the texts; one hour a week will be devoted to going over texts in the original language using Paden’s book. Research and writing, and will progress to a workshop/discussion format in which each week a different student is responsible for assigning readings and leading the discussion on a topic which s/he has formulated and deemed to be of relevance to her own research.

MUSI G4461 Music and Place. 3 points.
This course provides an introduction to contemporary work on music and place from an ethnomusicological perspective. It situates ethnomusicological work and specific musical case studies from multiple geographical regions within an interdisciplinary theoretical framework that draws from the fields of cultural anthropology, cultural, media, and sound studies.

MUSI G4500 Jazz Transcription and Analysis. 3 points.
Prerequisites: the instructor’s permission.
MUSI V1618 Columbia University Jazz Ensemble. 1 point.
Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at mpp.music.columbia.edu. Questions can be directed to the Music Performance Program at mpp@columbia.edu or 212-854-1257.
A small advanced jazz band. The repertoire will cover 1950’s hard bop to more adventurous contemporary Avant Garde styles. Students will be required to compose and arrange for the group under the instructor’s supervision. Visit mpp.music.columbia.edu for more information.

MUSI V1625 World Music Ensemble. 1 point.
Prerequisites: Instructor Permission. Contact Music Performance Program at mpp@columbia.edu
Introduce students to specific non-western and non-classical styles and cultures through active participation in group lessons and rehearsal, culminating each semester in at least one public performance. Ensembles offered are: Arab Music; Bluegrass; Japanese Gagaku; Japanese Kagaku; Klezmer; Latin Music. Visit mpp.music.columbia.edu for more information.

MUSI V2010 Rock. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: HUMA W1123 or the equivalent.
Historical survey of rock music from its roots in the late 1940s to the present day.

MUSI V2020 Salsa, Soca, and Reggae: Popular Musics of the Caribbean. 3 points.
A survey of the major syncrhetic urban popular music styles of the Caribbean, exploring their origins, development, and sociocultural context.

MUSI V2021 Popular Musics of the Americas: Music in Contemporary Native. 3 points.

"Music in Contemporary Native America" is a historical, ethnographic, and topical examination of contemporary Native American musical practices and ideologies. The course emphasizes popular, vernacular, and mass mediated musics, and calls into question the simple distinction between "traditional" and "modern" aspects of Native American cultures. Our readings and class guests (several of whom will be Native American scholars) emphasize the importance of understanding Native 2 American perspectives on these topics. Three short papers and one substantial final project are required. Approximately 100-150 pages of reading per week.

MUSI V2024 Mozart. 3 points.
Prerequisites: HUMA W1123 or the equivalent.
In this course we will study major works by Wolfgang Amadeus Mozart (1756-1791) in the context of Viennese classicism and its multiple audiences, the cultures of the Enlightenment, and the connections between biography and art. We will also consider Mozart’s impact on later composers and publics, the changing approaches to performing his music, and his role in popular culture. Reading knowledge of music is NOT required in this course, nor is a background beyond Music Humanities.

MUSI V2145 Russian Music from Glinka to Gubaidulina. 3 points.
Prerequisites: previous coursework in music (including HUMA W1123) or the instructor’s permission.
Study of the principal musical trends and aesthetics of Russia’s music from the 19th century to present which, in addition to art music, will also involve the study of opera, film, and ballet. Topics to be explored include the government’s role in shaping a national music identity, the folk music that inspired much of Russia’s art music, and the relationship between social realism and kitsch. Major composers studied: Glinka, Tchaikovsky, Rachmaninoff, Scriabin, Stravinsky, Shostakovich, and Prokofiev.

MUSI V2170 Music and dance from Romanticism to Mark Morris. 3 points.
An exploration of the music-dance relationship from Romanticism to Mark Morris. Specific topics to include Romanticism, Tchaikovsky, the Ballets Russes, Copland-Graham, Stravinsky-Balanchine, jazz/African-American traditions, Cage-Cunningham, and Mark Morris. Special attention will be paid to composer-choreographer collaboration; the interdependence of the musical and choreographic arts; and the role each art has played in the formal and aesthetic/historical development of the other

MUSI V3023 Late Beethoven. 3 points.
Prerequisites: MUSI V2318-V2319 or the instructor’s permission.
An examination of the visionary works of Beethoven’s last dozen or so years as a composer, beginning with the revision of his only opera, Fidelio, in 1814, and continuing with the late piano sonatas, cello sonatas, string quartets, Diabelli variations, Ninth Symphony, and the Missa Solemnis. Topics will include late style, romanticism, politics, deafness, and the changing nature of the musical work and its performance.

MUSI V3030 Asian American Music Studies. 3 points.
Prerequisites: one course in music or the instructor’s permission.
This course will examine the diverse ways in which Asian Americans have understood and shaped their musical practices. We will explore the ways in which Asians have been represented via sound, text, and image, and will consider Asian Americans’ participation in composed music traditions, jazz, traditional/folk music, diasporic music, improvised music, and popular musics. The course will reflect on readings from musicology, ethnomusicology, and music theory as well as fields outside of music in order to consider gender/sexuality, polyculturalism, and political activism.

MUSI V3127 Bach Vocal Music. 3 points.
Analysis of the vocal music of Johann Sebastian Bach in its historical and cultural context with particular focus on the sacred cantatas, the St. Matthew Passion and the B minor Mass.

MUSI V3138 The music of Brahms. 3 points.
Prerequisites: HUMA W1123 or the equivalent, and the ability to read musical notation.
Survey of the music of Brahms, examining a wide range of genres as well as his historical and cultural position.

MUSI V3142 Opera and Modernism. 3 points.
This course approaches the history of musical modernism through the lens of opera. Although we'll be considering many of the major stylistic movements of the twentieth century, we'll also be discussing how the sheer stubbornness of operatic tradition complicates narratives of development and progress. We'll be listening to six operas in their entirety: Claude Debussy's Pelleas et Melisande, Alban Berg's Wozzeck, Igor Stravinsky's Oedipus Rex and The Rake's Progress, Benjamin Britten's The Turn of the Screw, and John Adams' Nixon in China.

MUSI V3242 Projects in Composition II. 3 points.
Composition Faculty
Prerequisites: MUSI V3310 or the instructor's permission.
Composition in more extended forms. Survey of advanced techniques of contemporary composition. (Previously called Advanced Composition.)

MUSI V3302 Introduction to Set Theory. 3 points.
Prerequisites: MUSI V3322 and either V3126 or V3379, or the instructor's permission.
Fulfills the requirement of either the 3000-level advanced theory elective or the nonontal course. A study of the basic principles of set theory through the writings of Schoenberg, Babbitt, Forte, Martino, Lewin, et al. Concepts illustrated with examples from late 19th- and early 20th-century repertory.

MUSI V3305 Theories of Heinrich Schenker. 3 points.
Prerequisites: MUSI V3322 or the instructor's permission.
Fulfills the requirement of either the 3000-level advanced theory elective or the nonontal course.
An examination of Schenker's concepts of the relation between strict counterpoint and free writing; "prolongation"; the "composing-out" of harmonies; the parallels and distinctions between "foreground," "middle ground," and "background"; and the interaction between composing-out and thematic processes to create "form."

MUSI V3330 Advanced Counterpoint. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: MUSI V3322 or the instructor's permission.
Fulfills the requirement of the 3000-level advanced theory elective.
The study of baroque counterpoint in the style of J. S. Bach; general aspects of voice-leading; dances, inventions; canons; expositions of fugues.

MUSI V3420 The Social Science of Music. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: HUMA W1123 or the equivalent.
An introduction to the field of ethnomusicology in the context of the intellectual history of music scholarship. IN FALL 2011, THIS COURSE WILL BE OFFERED TR 6:10-7:25 IN RM 622 DODGE.

MUSI V3435 Music and Literature in Latin America. 3 points.
Not offered during 2017-18 academic year.
This course is about the relationship between popular music and literature in Latin America. It covers such topics as the relationship between the lettered city and popular culture as well as orality and the written word. In the course we will read novels and poetry by authors who have also been composers and/or musicologists and explore the production of composers who have also been recognized as important literary figures.

MUSI V3462 Music, Gender and Performance. 3 points.
Prerequisites: there are no prerequisites for this course.
This seminar explores relationships between gender, music and performance from the perspective of ethnomusicology, cultural anthropology, critical music studies, feminist and queer theory and performance studies. We examine debates around issues of sex and gender and nature and culture through the lens of musical performance and experience. Some questions we consider include: In what ways is participation in particular music dictated by gendered conventions? What social purpose do these delineations serve? What might music "speak" about the body? What is the relationship between performance and the ways in which masculinity and feminity, homosexuality and heterosexuality are shaped? How can we think about the concept of nation via gender and music? How might the gendered performances and the voices of musical celebrities come to represent or officially "speak" for the nation or particular publics? How does music shape our understanding of emotion, our experience of pleasure?

MUSI UN1500 Early Instruments. 1 point.
Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at mpp.music.columbia.edu. Questions can be directed to the Music Performance Program at mpp@columbia.edu or 212-854-1257.
Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at mpp.music.columbia.edu. Questions can be directed to the Music Performance Program at mpp@columbia.edu or 212-854-1257. Keyboards: K. Cooper. Strings: R. Morley. Wind instruments: TBA. $500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to participate in particular music dictated by gendered conventions or the instructor's permission. Fulfills the requirement of either the 3000-level advanced theory elective or the nonontal course.

MUSI W1501 Early Instruments. 1 point.
Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at mpp.music.columbia.edu. Questions can be directed to the Music Performance Program at mpp@columbia.edu or 212-854-1257.
Keyboards: K. Cooper. Strings: R. Morley. Wind instruments: TBA. $500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to participate in particular music dictated by gendered conventions or the instructor's permission. Fulfills the requirement of either the 3000-level advanced theory elective or the nonontal course.

CONCENTRATORS. All freshmen and sophomore students wishing to major/minor/concentrate in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special jazz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W1501 Early Instruments. 1 point.
Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at mpp.music.columbia.edu. Questions can be directed to the Music Performance Program at mpp@columbia.edu or 212-854-1257.
Keyboards: K. Cooper. Strings: R. Morley. Wind instruments: TBA. $500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS. All freshmen and sophomore students wishing to participate in particular music dictated by gendered conventions or the instructor's permission. Fulfills the requirement of either the 3000-level advanced theory elective or the nonontal course.

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MUSI W1509 Organ Instruction I. 1 point.
Prerequisites: Accepting NEW STUDENTS in FALL semester ONLY. Contact Music Performance Program at mpp@columbia.edu
$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS.
All freshmen and sophomore students wishing to major/minor/ concentration in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W1513 Introduction To Piano I. 1 point.
Prerequisites: Instructor permission
$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS.
All freshmen and sophomore students wishing to major/minor/ concentration in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W1515 Elementary Piano Instruction I. 1 point.
Prerequisites: Instructor permission
$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS.
All freshmen and sophomore students wishing to major/minor/ concentration in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W1517 Keyboard Harmony and Musicianship. 1 point.
Prerequisites: Instructor permission
Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music. $500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS.
All freshmen and sophomore students wishing to major/minor/ concentration in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W1525 Instrumental Instruction I. 1 point.
Prerequisites: Audition required during first week of classes in FALL semester ONLY. Online audition sign up is available in August, two weeks prior to auditions, at mpp.music.columbia.edu. Questions can be directed to the Music Performance Program at mpp@columbia.edu or 212-854-1257.
$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS.
All freshmen and sophomore students wishing to major/minor/ concentration in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W2515 Intermediate Piano Instruction I. 1 point.
Prerequisites: Instructor permission
$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS.
All freshmen and sophomore students wishing to major/minor/ concentration in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W3515 Advanced Piano Instruction I. 1 point.
Prerequisites: Instructor Permission
$500 MUSIC LESSON FEE FOR NON-MAJORS/CONCENTRATORS.
All freshmen and sophomore students wishing to major/minor/ concentration in music, and thereby get their lesson fees waived, are required to make an appointment with Prof. Brad Garton (*Special j azz concentrators will meet with Prof. Chris Washburne), Dean of Undergraduate Studies, EVERY SEMESTER during the registration period, in order to register for appropriate courses. Fees will not be waived without meeting this requirement. All accepted MPP students must register for lessons and ensembles by the change-of-program deadline in order to be allowed to attend lessons that semester. Petitioning students must notify MPP staff prior to this deadline.

MUSI W4035 Animal Music. 3 points.
Explores and compares the various listening traditions that have been applied from the late nineteenth century to the present to the songs of birds, whales, dogs, and other nonhuman animals.

MUSI W4102 Music and Writings of Wagner. 3 points.
The development of Wagner’s musical-dramatic style and critical thought, with special reference to The Flying Dutchman, Lohengrin, Die Walküre, Tristan und Isolde, and Parsifal, as well as selected prose writings in translation.

MUSI W4125 Puccini and the Twentieth Century. 3 points.
The popular and academic reputations of Giacomo Puccini have diverged more sharply than those of any other classical composer.
This course aims less to "rehabilitate" Puccini than to imagine an alternate history of modernism in which his music plays a central role. Discussions will be centered around six operas, which we will be listening to in their entirety, as well as a variety of films, stage productions, and works by other composers. Major themes will include: sound studies and the history of technology; performance studies; theories of realism and modernism; and the relationship between Italian cultural politics and larger cosmopolitan and imperial formations.

MUSI W4126 European Music in America 1825-1950. 3 points.
The aim of this course is to provide a deeper understanding of the musical interactions between Europe and the United States from the first performance of an Italian opera sung in its original language in America (Gioachino Rossini's Il barbiere di Siviglia, 1825) until Arnold Schoenberg's death in Los Angeles in 1951. The course will address issues such as identity and cultural pride through music, the concept of a musical canon in America, and reception of European culture in the United States.

MUSI W4241 Advanced Projects in Composition. 3 points.
Prerequisites: grades obtained in V3241-V3242; compositions written in V3242; the instructor's permission.
Composition for larger ensembles, supported by study of contemporary repertoire.

MUSI W4242 Advanced Projects in Composition. 3 points.
Prerequisites: grades obtained in V3241-V3242; compositions written in V3242; the instructor's permission.
Composition for larger ensembles, supported by study of contemporary repertoire.

MUSI W4330 Recent Approaches to Classical Form. 3 points.
Prerequisites: HUMA W1123 and V2318-19 or equivalent, or the instructor's permission.
Introduction to William Caplin's theory of formal functions and James Hepokoski and Warren Darcy's Sonata Theory through analysis of works by Haydn, Mozart, and Beethoven.

MUSI W4332 Computational Theories of Music and Music Cognition. 3 points.
Music Majors and Concentrators.
Prerequisites: Masterpieces of Western Music or the instructor's permission.
This course will introduce students to recent research on computational modeling of music perception and cognition. Emphasis will be placed on research that was either carried out by music theorists or has some clear and immediate relevance to music theory. We will study several computational models that simulate the perception of different aspects of musical structure, including rhythm, melody, harmony, counterpoint, texture, and key. While we must devote some time to the mathematics of these models, our primary focus will be on the larger theoretical implications for music theory and music cognition. We will also spend some time discussing computational methodologies in general and what they can tell us about music and perception.

MUSI W4405 Music and Language. 3 points.
Prerequisite: music major or instructor's permission. A survey of 20th-century literatures on the music/language relationship. Emphasis on semiotic and social-scientific paradigms.

MUSI W4420 Music and Property. 0 points.
Not offered during 2017-18 academic year.
Prerequisites: the instructor's permission.
This course raises the questions: 1) What does it mean to "own" music? 2) In what senses can music be conceptualized as "property?" and 3) How do divergent understandings of music's status as "property" shape contemporary debates and discourses in the particular areas of disputes over "illegal downloading" of copyrighted music and the "repatriation" of Native American musical recordings as "cultural property?" Several relevant major recent statements will be considered and responses discussed. Case studies from ethnomusicological, anthropological, media studies and legal literatures engage issues of appropriation, the role of new technologies in shifting the terrain of musical ownership will be studied. Hands-on look at the Columbia Center for Ethnomusicology's ongoing projects to repatriate historic recordings of Native American music (currently 'owned' by Columbia University) to the Navajo and Inupiat tribes.

MUSI W4425 Popular Music in Brazil. 3 points.
Not offered during 2017-18 academic year.
A comprehensive introduction to popular music in Brazil throughout the 20th century, exploring the connections between historical transformations and the rise of different musical genres.

MUSI W4435 Music and Performance in the African Postcolony. 3 points.
Not offered during 2017-18 academic year.
This course examines music and performance in various African contexts, focusing on the postcolonial period. It will explore the complex interactions between music, politics, nation, race, and mediation through case studies from Ghana, Nigeria, DRC, Kenya, Tanzania, Zimbabwe, Namibia, and South Africa. In addition, discussions will involve what is meant to speak about "African music," and class will theorize about the conditions of musical production in the context of postcolonialism.

MUSI W4463 Silence. 3 points.
In our daily lives, we hear concomitant fluxes and negotiations of frequencies, of noises, of aural spaces, some seemingly organized, others seemingly chaotic. How do we become attuned to processing the myriad of acoustic information that envelops us? What remains inaudible to us? How are attempts made to make the inaudible audible? What might it mean to "hear without listening," and what are the consequences? Throughout this course, we address these questions and others that arise by thinking through the relationship of silence and its "other." Often, silence is defined in the negative—by its assumed opposites such as sound, noise, music, and voice. Decentering the notion of silence as absence, our discussions will draw from interdisciplinary sources and thus be framed by theories of silence and the presence of silence as sensible, historical, philosophical, aesthetic, stylistic, political, and ethical. Theorizing silence in these ways, we will work to understand silence not as the binary opposite of audible expressions, but rather as regulations of the myriad of acoustic information that envelops us. What remains inaudible to us? How are attempts made to make the inaudible audible? What might it mean to "hear without listening," and what are the consequences? Throughout this course, we address these questions and others that arise by thinking through the relationship of silence and its "other." Often, silence is defined in the negative—by its assumed opposites such as sound, noise, music, and voice. Decentering the notion of silence as absence, our discussions will draw from interdisciplinary sources and thus be framed by theories of silence and the presence of silence as sensible, historical, philosophical, aesthetic, stylistic, political, and ethical. Theorizing silence in these ways, we will work to understand silence not as the binary opposite of audible expressions, but rather as regulations of them, at times being the impetus for their emergence(s).

Not offered during 2017-18 academic year.
Prerequisites: the instructor's permission.
An examination of the new jazz that emerged shortly after the middle of the 20th century. The seminar will include the work of musicians...
such as Ornette Coleman, Cecil Taylor, Don Cherry, Anthony Braxton, Carla Cley, Albert Ayler, and the Arts Ensemble of Chicago; the economics and politics of the period; parallel developments in other arts; the rise of new performance spaces, recording companies, and collectives; and the accomplishments of the music and the problems it raised for jazz performance and criticism.

**MUSI W4526 Orchestration. 3 points.**
Prerequisites: MUSI W4525 (instrumentation), or the instructor’s permission.
The study of “functional” orchestration in works of the eighteenth and nineteenth centuries. Students will analyze scores by Haydn, Beethoven, Schubert, Brahms, Wagner, Mahler, and other, and will write exercises in the style of these composers.

**MUSI GU4540 Histories of Post-1960’s Jazz. 3 points.**
Prerequisites: HUMA W1123 or the equivalent.
Historiographical issues surrounding the performance of jazz and improvised musics after 1960. Topics include genre and canon formation, gender, race, and cultural nationalisms, economics and infrastructure, debates around art and the vernacular, globalization, and media reception. Reading knowledge of music is not required.

**MUSI W4625 Timbre and Technology. 3 points.**
Not offered during 2017-18 academic year.
Prerequisites: HUMA W1123 or the instructor’s permission.
The role of timbre, or tone color, in music of the last century combined with an introduction to recent computer tools for composition, analysis, and performance. Through close listening, we will examine 20th century composers’ approaches to complex sounds, including Mahler, Debussy, Ravel, Schoenberg, Varese, Stockhausen, Grisey, Lachenmann and Leroux, as well as examples from popular and non-Western musics. Listening will be accompanied by writings on and by composers as well as background from the literature on music perception. Computer programs including AudioSculpt, OpenMusic, and Max/MSP will be used for lectures and exercises. Students are invited to apply the concepts explored in the course to their own fields of expertise in a final project and presentation.

**MUSI W4626 Concepts of Musical Instrument in Electronic and Computer Music. 3 points.**
Prerequisites: MUSI V2205 or the instructor’s permission.
A central aspect of composing with computer media is designing the software system with which we will work; in other words, the composer, performer and/or improviser is often responsible for designing and assembling his own instrument. Electronic and Computer Music practices challenge our views of what a musical instrument is and how it is expected to behave. Through the analysis of various documents by a wide range of musicians as diverse as Theremin, Schaeffer, Stockhausen, Mathews, Moore, Tenney, Risset, Buchla, Moog, Mumma, Martirano, Waisvisz, Rowe, and Puckette amongst others, we will attempt to understand what new conceptions of musical instrument may have emerged with electric and digital media, and explore software implementations of some of their designs towards a final paper or computer system.

**MUSI BC3990 Senior Project: Senior Research. 3 points.**
Working with her advisor, a student will expand the research project initiated in the Fall Senior Seminar for Music Majors (BC3992x). In order to satisfy the requirement, the student will complete a fifty page research paper.

**MUSI BC3991 Senior Project: Music Repertoire. 0 points.**
Working with her advisor, a student will develop a vocal or instrumental recital program with representative musical works from a variety of historical periods. In order to satisfy the requirement, the student will present an hour long public performance of the recital program. Students may also satisfy this requirement by composing original vocal or instrumental works.

There are currently no cross-listed courses for your department.

**Neuroscience & Behavior**

1203 Altschul Hall
212-854-2437
Program Administrator, Psychology (FA17): Danielle Feinberg
Program Administrator, Biology (SP18): Jacqueline Milligan

**Mission**
The Neuroscience and Behavior major provides a strong background in the neural underpinnings of behavior and cognition. It is intended for students who plan to pursue a research career in neuroscience or a related discipline. Students electing this major are exposed to basic courses in biology, psychology and statistics, and to advanced courses in neuroscience and behavior. Majors must choose one of two areas of concentration. The behavior concentration places greater emphasis on behavioral and systems neuroscience, while the cellular concentration places greater emphasis on cellular and molecular neuroscience.

All majors engage in two semesters of independent research during the senior year while taking the Senior Research Seminar. In the junior year, majors must begin developing a plan for the senior research project. There is a meeting for junior majors during the spring semester to begin this process.

**Student Learning Goals**

- Students graduating with a major in Neuroscience and Behavior should be able to attain the following outcomes:
  - Acquire a strong intellectual foundation in neuroscience.
  - Develop competence in the interpretation and evaluation of neuroscience research.
  - Understand the role of experimentation in neuroscience.
  - Learn basic methods of experimental design and hypothesis testing.
  - Acquire effective oral presentation skills.
• Demonstrate a capability to write a scientific paper.
• Understand statistical approaches to the analysis of data.

**Student Learning Outcomes**

Upon successfully completing the major, students should have the ability to

• Discuss neuroscience phenomena from many different levels of organization (e.g., explain how the destruction of myelin in people with multiple sclerosis leads to cognitive and motor deficits);
• Describe the basic features of nervous system development, organization, signaling, integration, and higher-level processing;
• Explain the neural basis of sensory-motor integration, learning and the generation of complex behaviors;
• Conceive of, implement, and present an original research project;
• Generate a testable hypothesis and develop a controlled experimental design;
• Perform modern scientific measurement techniques;
• Write an original research paper.

To elect the major in Neuroscience and Behavior, a student must have completed these courses by the end of the sophomore year with an average grade of B- or better in the four Biology courses, an average grade of B- or better in the three Chemistry courses, and a grade of B- or better in the Psychology course.

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**Program Committee**: Peter Balsam (Psychology), John Glendinning (Biological Sciences), Paul Hertz (Biology), Rae Silver (Psychology), Russell Romeo (Psychology), Elizabeth Bauer (Biological Sciences)

### Requirements for Both the Cellular and Behavioral Concentrations

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<thead>
<tr>
<th>Code</th>
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<th>Points</th>
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</tbody>
</table>

As an alternative to the Neuroscience and Behavior major, students may pursue an interdisciplinary program by majoring in either Biology or Psychology and taking a minor in the other discipline.

**There are no minors in Neuroscience and Behavior.**

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**Lecturer**: Kara Pham (Psychology)

**Adjunct Assistant Professors**: Leora Yetnikoff, Holly Moore

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**Additional Courses Required for the Behavioral Concentration Only**

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**Additional Courses Required for the Cellular Concentration Only**

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**NSBV BC3367 Transformative Landmarks in Neuroscience. 4 points. Not offered during 2017-18 academic year.**

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**Code**

**Title**

**Points**

**PSYC BC1001**

Introduction to Psychology

3

**BIOL BC1500**

Introduction to Organismal and Evolutionary Biology

5

**BIOL BC1501**

And Introductory Lab in Organismal and Evolutionary Biology

**BIOL BC1502**

Introduction to Cell and Molecular Biology

5

**BIOL BC1503**

And Introductory Lab in Cell and Molecular Biology

**CHEM BC2001**

General Chemistry I

5

**CHEM BC3230**

Introductory Organic Chemistry Laboratory

2.5

**CHEM BC3230**

Organic Chemistry I

3

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**Adjunct Assistant Professors**: Leora Yetnikoff, Holly Moore
Modern neuroscience incorporates topics from molecular neurobiology to cognition. Cognate disciplines include psychology, biology, biochemistry, chemistry, neuropharmacology, neurology and psychiatry, physics, computational science. We review neuroscience landmarks through readings of scientific publications, news reports, and controversies surrounding apparently transformative research, and contemplate contemporary viewpoints that have the benefit of hindsight.

NSBV BC3593 Senior Research Seminar: Neuroscience and Behavior. 4 points.
Prerequisites: Open to senior Neuroscience and Behavior majors. Permission of the instructor. This is a year-long course. By the end of the spring semester program planning period during junior year, majors should identify the lab they will be working in during their senior year. Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination.

BSV BC3594 Senior Research Seminar: Neuroscience and Behavior. 4 points.
Prerequisites: Open to senior Neuroscience and Behavior majors. Permission of the instructor. This is a year-long course. By the end of the spring semester program planning period during junior year, majors should identify the lab they will be working in during their senior year. Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination.

Cross-Listed Courses

Biological Sciences (Barnard)

BIOL BC1500 Introduction to Organismal and Evolutionary Biology. 3 points.
Prerequisites: BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements.
Detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics.

BIOL BC1502 Introduction to Cell and Molecular Biology. 3 points.
Prerequisites: BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements. Together with BIOL BC1500 this course is part of a yearlong introductory sequence. BIOL BC1500 and BIOL BC1502 do not need to be taken in sequence. Detailed introduction to cellular and subcellular biology: cell structures and functions, energy metabolism, biogenesis of cell components, biology of inheritance, molecular genetics, regulation of gene expression, and genes in development.
BIOL BC1503 Introductory Lab in Cell and Molecular Biology. 2 points.
Recitation Section Required
Prerequisites: BIOL BC1001 or equivalent preparation. BIOL BC1502 as corequisite (preferred) or prerequisite. Enrollment limited to 16 students per section. Course suitable for fulfillment of premedical requirements.

A laboratory-based introduction to cell and molecular biology. Both classic and modern approaches are used to investigate principles of heredity as well as the structure and function of cells and their molecular components. Lab exercises introduce practical techniques and data analysis.

BIOL BC2100 Molecular and Mendelian Genetics. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.
Mendelian and molecular genetics of both eukaryotes and prokaryotes, with an emphasis on human genetics. Topics include segregation, recombination and linkage maps, cytogenetics, gene structure and function, mutation, molecular aspects of gene expression and regulation, genetic components of cancer, and genome studies.

BIOL BC2272 Ecology. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.

Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography. Lectures integrate theory with empirical studies.

BIOL BC2280 Animal Behavior. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or equivalent.
Introduction to animal behavior; physiological bases of behavior (sensory systems, neurophysiology of behavior, appetitive and reproductive behavior), ethological approaches to behavior (communication, territoriality, dominance, and aggression) and evolution of behavior (behavior genetics, behavioral ecology, sociobiology).

BIOL BC2286 Statistics and Research Design. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, college-level algebra or the equivalent. General Educational Requirement: Quantitative and Deductive Reasoning (QUA)

Introduction to basic principles of statistics and experimental design. Topics include common statistical procedure, analysis of data, sampling populations, power analysis, and the design of experiments. This course differs from traditional statistics courses by explicitly integrating statistics into research process.

BIOL BC3303 Laboratory in Molecular Biology. 3 points.
Prerequisites: BIOL BC2100 OR BIOL BC3310 (which can be taken as corequisites) or permission of instructor. Enrollment limited to 16.

Introduction to the use of molecular techniques to answer questions about subcellular biological phenomena. Techniques include isolation of genomic and plasmid DNAs, restriction enzyme analysis, DNA and protein electrophoresis, bacterial transformation, and plasmid subcloning.

BIOL BC3310 Cell Biology. 3 points.
Prerequisites: BIOL BC1500, BIOL BC1501 BIOL BC1502, BIOL BC1503, or equivalent, and BIOL BC2100.

This course explores the components, systems, and regulatory mechanisms involved in eukaryotic cellular function. Topics include: signal transduction, translational and protein quality control, organellar and cytoskeletal dynamics, and some coordinated responses such as proliferation and programmed cell death. Throughout the course we will see how general cell biology can be specialized to achieve specific
cellular functions through regulation of the basic machinery. We will also explore the cellular and molecular bases for a variety of human pathologies, with an emphasis on cancer. In addition to lecture, we will spend some time discussing the material, including selected articles from the primary literature, and learning through group presentations.

**BIOL BC3311 Laboratory in Cell Biology. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, BIOL BC2100. Enrollment limited to 16. Introduction to cell biological techniques used to investigate structural, molecular, and physiological aspects of eukaryotic cells and their organization into tissues. Techniques include light and electron microscopy, cell culture, isolation of cellular organelles, protein electrophoresis and Western Blot analysis.

**Fall 2017: BIOL BC3311**

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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**BIOL BC3352 Development. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, and BIOL BC2100 or equivalent. Introduction to developmental biology. Topics will include: fertilization, cleavage and gastrulation, establishment of body axes, neural development, organ formation, regeneration, stem cells and cell potency, evolution of developmental programs.

**BIOL BC3360 Animal Physiology. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent. Physiology of major organ systems; function and control of circulatory, respiratory, digestive, excretory, endocrine, nervous, and immune systems in animals; emphasis on vertebrates.

**Fall 2017: BIOL BC3360**

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**BIOL BC3362 Molecular and Cellular Neuroscience. 3 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and one term of organic chemistry. Structure and function of neural membranes; ionic basis of membrane potential and action potential; synaptic transmission and neurochemistry; sensory transduction and processing; reflexes and spinal cord physiology; muscle structure and function; neuronal circuitry; nervous system development.

**Fall 2017: BIOL BC3362**

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<td>L1103 Diana Center</td>
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**BIOL BC3363 Laboratory in Molecular and Cell Neuroscience. 3 points.**
Prerequisites: BIOL BC3362 (or corequisite). Enrollment limited to 16. Introduction to techniques commonly used in current neurobiological research, including intracellular and extracellular recording of action potentials, neuroanatomical methods, and computer simulation of the action potential.

**BIOL BC3590 Senior Seminar. 4 points.**
Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, and BIOL BC2100.
Required of all majors who do not select Senior Thesis (BIOL BC3593x / BC3594y) to fulfill the senior requirement, these seminars allow students to explore the primary literature in the Biological Sciences in greater depth than can be achieved in a lecture course. Attention will be focused on both theoretical and empirical work. Seminar periods are devoted to oral reports and discussion of assigned readings and student reports. Students will write one extensive literature review of a topic related to the central theme of the seminar section. *Topics vary per semester and include:* 1. Plant Development 2. Animal Development and Evolution 3. Molecular Evolution 4. Microbiology and Global Change 5. Genomics 6. Comparative and Reproductive Endocrinology.

**Fall 2017: BIOL BC3590**

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**Spring 2018: BIOL BC3590**

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**Chemistry (Barnard)**

**CHEM BC2001 General Chemistry I. 5 points.**
All students enrolled in BC2001x must also be enrolled in one section of BC2011 that is on the SAME DAY as BC2012.

Prerequisites: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).
Lecture: MWF 11:00-11:50; Lab lecture and laboratory one afternoon: MTWRF: 1:10-5:00. Counts towards Lab Science requirement.
Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory experience with both qualitative and quantitative techniques.

**Fall 2017: CHEM BC2001**

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<td>Rachel Austin</td>
<td>5</td>
<td>157/192</td>
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<td>202 Altschul Hall</td>
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**CHEM BC3230 Organic Chemistry I. 3 points.**
Prerequisites: CHEM BC2001 or equivalent. Credit will not be given for any course below the 3000 level after completing CHEM BC3230 or its equivalent. Lecture: MWF 10:00 - 10:50 AM
Corequisites: With lab, counts towards Lab Science requirement.
Atomic and molecular structure; stereochemistry of organic molecules; introduction to organic reactions, reaction mechanisms, and synthesis.

**Spring 2018: CHEM BC3230**
fields, and participation in several current experiments (an alternative systematic study of a text, lectures, exercises, reading in special principles, and problems of human and animal behavior, through courses. Lecture course introducing students to the chief facts, Prerequisites: This course is prerequisite for all other psychology courses.

PSYC BC1001 Introduction to Psychology. 3 points.
Prerequisites: This course is prerequisite for all other psychology courses. Lecture course introducing students to the chief facts, principles, and problems of human and animal behavior, through systematic study of a text, lectures, exercises, reading in special fields, and participation in several current experiments (an alternative study of a text), lectures, exercises, reading in special principles, and problems of human and animal behavior, through courses. Lecture course introducing students to the chief facts, Prerequisites: This course is prerequisite for all other psychology courses.

PSYC BC1101 Psychology of Learning. 3 points.
Prerequisites: BC1001 Introduction of Psychology or permission of the instructor. Lecture course covering the basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habituation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied.

PSYC BC1001 Introduction to Psychology. 3 points.
Prerequisites: This course is prerequisite for all other psychology courses. Lecture course introducing students to the chief facts, principles, and problems of human and animal behavior, through systematic study of a text, lectures, exercises, reading in special fields, and participation in several current experiments (an alternative study of a text), lectures, exercises, reading in special principles, and problems of human and animal behavior, through courses. Lecture course introducing students to the chief facts, Prerequisites: This course is prerequisite for all other psychology courses.

PSYC BC1117 Systems and Behavioral Neuroscience. 4.5 points.
Lab Required
Prerequisites: BC1001 and departmental permission. Enrollment limited to 60 students. Laboratory fee: $30. Introduction to the physiological bases of behavior: development, organization and function of the nervous system; neurochemistry,
neurophysiology and synaptic transmission. Topics include: the neural bases of sensory systems; homeostasis; sexual behavior; biological rhythms; emotionality and stress; learning and memory; and psychopathology. The laboratory portion of this course uses rats as experimental subjects and involves brain dissections.

**PSYC BC1119 Systems and Behavioral Neuroscience. 3 points.**
Prerequisites: BC1001 or permission of the instructor. Lecture course covering an introduction to the physiological bases of behavior: development, organization and function of the nervous system; neurochemistry, neurophysiology and synaptic transmission. Topics include: the neural bases of sensory systems; homeostasis; sexual behavior; biological rhythms; emotionality and stress; learning and memory; and psychopathology.

### Spring 2018: PSYC BC1119

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<th>Instructor</th>
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<tr>
<td>BC1119</td>
<td>001/01312</td>
<td>T Th 10:10am - 11:25am</td>
<td>Russell  202 Altschul Hall</td>
<td>3</td>
<td>114</td>
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**PSYC BC2154 Hormones and Reproductive Behavior. 3 points.**
Prerequisites: BC1001 or BIOL BC1101, BC1102, or permission of the instructor. Enrollment limited to 45 students. This class explores the complex interactions among genetics, hormones, environment, experience, and behavior. Topics covered include the endocrine system, sexual development, reproductive behavior, and social interactions such as affiliation, aggression, parenting, as well as homeostasis, biological rhythms, stress, memory, and mood.

### Spring 2018: PSYC BC2154

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<th>Course Number</th>
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<tr>
<td>BC154</td>
<td>001/03505</td>
<td>M W 1:10pm - 2:25pm</td>
<td>Kara Pham 328 Milbank Hall</td>
<td>3</td>
<td>29/45</td>
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</table>

**PSYC BC2177 Psychology of Drug Use and Abuse. 3 points.**
Prerequisites: BC1001 or permission of the instructor. Enrollment limited to 75 students. Examines the biological, psychological, and social factors that lead to drug use and abuse. A biosocial model will be used to examine the behavioral effects of prescription, over the counter, and street drugs. Treatments, therapies, and theories of addictive behaviors will be explored.

**PSYC BC2180 Neurodevelopmental Processes and Cognitive/Behavioral Disorders. 3 points.**
**Not offered during 2017-18 academic year.**
Prerequisites: BC1118/1119, BC3177, BC3380, or BIOL BC3362. Enrollment limited to 30 students. Explores the evolution of disorders affecting children due to some impairment in the brain or nervous system. Constitutional vulnerabilities demonstrate that nervous system injury varies as a function of neurodevelopmental stage. Disorders to be studied include those impacting language, hearing, vision, movement, mood and emotion, and learning.

**PSYC BC3376 Infant Development. 4 points.**
Prerequisites: BC1001 and BC1128/1129 Developmental (lab and lecture taken together) or BC1129 (only lecture). Or permission of the instructor. Enrollment limited to 15 students. Analysis of human development during the fetal period and early infancy. Review of effects of environmental factors on perinatal perceptual, cognitive, sensory-motor, and neurobehavorial capacities, with emphasis on critical conditions involved in both normal and abnormal brain development. Other topics include acute and long term effects of toxic exposures (stress, smoking, and alcohol) during pregnancy, and interaction of genes and the environment in shaping the developing brain of "high-risk" infants, including premature infants and those at risk for Sudden Infant Death Syndrome.

### Fall 2017: PSYC BC3376

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<td>William Fifer 318 Milbank Hall</td>
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**PSYC BC3380 Cognitive Neuroscience. 4 points.**
Prerequisites: BC1001 and permission of the instructor. Enrollment limited to 20 students. Exposition of research and theory in neuroscience with an emphasis on the use of neural imaging techniques (EEG, evoked potentials, MEG, PET, fMRI) for exploring sensation, perception, and cognition in the healthy, intact brain.

**PSYC BC3383 Neuropharmacology and Behavior. 4 points.**
Prerequisites: BC1001 and one of the following: BC1115, BC1119, or BIOL BC3280. Permission of the instructor is required. Enrollment limited to 20 students. Basic principles of the study of drugs that influence the neural systems and induce changes in behavior. Molecular, biochemical and behavioral characterization of psychotropic drugs: stimulants, sedative-hypnotics, anxiolytics, alcohol, hallucinogens, and opiates. Etiology and treatment of psychological and neurological disorders.

### Fall 2017: PSYC BC3383

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**Philosophy**

326 Milbank Hall
212-854-4689
Department Assistant: Maia Bernstein

**Mission**

Philosophy is an effort to see how things – not just objects and persons, but also ideas, concepts, principles, and values – hang together. Philosophical questions explore the foundations and limits of human thought and experience. What is there? What can we know? What is good? How should we live? What is a person? What is reason? How do words have meaning? The philosophy major introduces students to central concepts, key figures, and classic texts so they may broaden and deepen their own understanding as they learn how others have approached foundational questions in the past. An education in philosophy also teaches students to think and write with clarity and precision – intellectual resources essential to future study and rewarding professional lives.

**Student Learning Outcomes**

Students graduating with a B.A. in philosophy will have acquired skills in critical thinking, conceptual analysis, argumentation, close reading of classic and contemporary philosophical texts, and composition of
clear, cogent, and persuasive prose. More specifically, they will be able to:

1. Demonstrate their knowledge of major thinkers (such as Plato, Aristotle, Descartes, Hume, Kant) and texts of the ancient and modern philosophical traditions;
2. Demonstrate their understanding of central problems and dominant theoretical traditions in moral theory (Kantianism, utilitarianism) and either epistemology (skepticism, other minds, the problem of induction, decision theory), metaphysics (the mind-body problem, free will and determinism, causation, the nature of space and time), or the philosophy of language;
3. Construct and evaluate deductive arguments using formal symbolic notation;
4. Discuss and reflect critically on difficult philosophical texts and outstanding problems in a seminar setting with their fellow majors.

Although it is not required for the major or for the minor, students who have not had previous training in philosophy are advised to take PHIL BC1001 Introduction to Philosophy.

**Requirements for the Major**

Chair: Taylor Carman (Professor)

Professors: Frederick Neuhausser (Professor of Philosophy and Viola Manderfeld Professor of German Language and Literature)

Assistant Professors: Karen Lewis, John Morrison, Elliot Paul

Professor Emeritus: Alan Gabbey

Other officers of the University offering courses in Philosophy:

Professors: David Albert, Akeel Bilgrami, Haim Gaifman, Lydia Goehr, Robert Gooding-Williams, Axel Honneth, Patricia Kitcher, Philip Kitcher, Wolfgang Mann, Christina Mercier, Michele Moody-Adams, Christopher Peacocke, Carol Rovane, Achille Varzi, Katja Vogt

Associate Professor: John Collins

Assistant Professors: Justin Clarke-Doane, Melissa Fusco, Dhananjay Jagannathan, Tamar Lando, Una Stojnić, Kathryn Tabb

**Requirements for the Minor**

Five courses constitute a minor in philosophy. The courses must be selected in consultation with the department chair.

**PHIL BC1001 Introduction to Philosophy. 3 points.**

Survey of some of the central problems, key figures, and great works in both traditional and contemporary philosophy. Topics and texts will vary with instructor and semester.

**PHIL UN1010 Methods and Problems of Philosophical Thought. 3 points.**

Critical introduction to philosophical problems, ideas and methods.

### Fall 2017: PHIL BC1001

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<td>Taylor Carman 3</td>
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<td>PHIL 1001</td>
<td>002/03948</td>
<td>T Th 2:40pm - 3:55pm 324 Milbank Hall</td>
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### Spring 2018: PHIL BC1001

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<td>PHIL 1001</td>
<td>002/03579</td>
<td>M W 2:40pm - 3:55pm 323 Milbank Hall</td>
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**PHIL UN1401 Introduction to Logic. 3 points.**


Explicit criteria for recognizing valid and fallacious arguments, together with various methods for schematizing discourse for the purpose of logical analysis. Illustrative material taken from science and everyday life.

**Course Number**

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<td>PHIL 1401</td>
<td>001/01435</td>
<td>T Th 10:10am - 11:25am 304 Barnard Hall</td>
<td>John Morrison 3</td>
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</table>
PHIL V2003 Philosophy of Art. 3 points.
This is an introductory course in the Philosophy of Art. We will consider questions including (but not limited to) the following: What is art? Should we try to define art? What is taste? What are the conditions for aesthetic judgement? What is an aesthetic experience? We shall also consider the topics of "public art", "fakes and forgeries,"art and technology" and the philosophical implications of speaking of an "artworld.

PHIL UN2100 Philosophy of Education. 3 points.
Drawing on classical and contemporary sources, this course will introduce students to a variety of texts that address the philosophical consideration of education, including its role in the development of the individual and the development of a democratic society. Readings from Plato, Rousseau, Dewey, and others.

PHIL UN2101 The History of Philosophy I: Presocratics to Augustine. 4 points.
BC: Fulfillment of General Education Requirement: Reason and Value (REA), Recitation Section Required
Corequisites: PHIL V2111 Required Discussion Section (0 points).
Exposition and analysis of the positions of the major philosophers from the pre-Socratics through Augustine. This course has unrestricted enrollment.

PHIL UN2108 Philosophy and History. 3 points.
An introduction to historical (from 1800) and contemporary themes in the philosophy of history. Themes include Historicism, Historicity, Universality and Particularity; the debate over Positivism; the historical nature of concepts and meaning; time and tense: Past, Present Future; the Temporality of experience; the nature of Tradition and Practice; Epistemic, Revolutionary, and Paradigmatic change; Memory and the nature of concepts and meaning; time and tense: Past, Present Future; Historical, Temporality of experience; the nature of Tradition and Practice; Epistemic, Revolutionary, and Paradigmatic change; Memory and the writing of one's history (Autobiography).

PHIL UN2110 Philosophy and Feminism. 4 points.
Is there an essential difference between women and men? How do questions about race conflict or overlap with those about gender? Is there a "normal" way of being "queer"? Introduction to philosophy and feminism through a critical discussion of these and other questions using historical and contemporary texts, art, and public lectures. Focus includes essentialism, difference, identity, knowledge, objectivity, and queerness.

PHIL UN2201 History of Philosophy II: Aquinas to Kant. 4 points.
Recitation Section Required
Corequisites: PHIL V2211 Required Discussion Section (0 points).
PHIL V2101 is not a prerequisite for this course. Exposition and analysis of the metaphysics, epistemology, and natural philosophy of the major philosophers from Aquinas through Kant. Authors include Aquinas, Galileo, Gassendi, Descartes, Spinoza, Leibniz, Berkeley, Hume, and Kant. This course has unrestricted enrollment.

PHIL V2400 Psychology and Philosophy of Human Experience. 3 points.
Not offered during 2017-18 academic year.
We will discuss some of the most fundamental questions that one can pose about human experience. For example, we will investigate how we experience time, whether anything really has color, the difference between imagining and seeing, whether beauty is subjective, how we experience time, whether anything really has color, the difference between imagining and seeing, whether beauty is subjective, how we understand other people's emotions, the ways in which the human mind is structured and the extent to which our minds are functionally fractionable. By drawing on both scientific and philosophical texts we hope to combine the best features of both approaches.

PHIL V2593 Science and Religion. 3 points.
Not offered during 2017-18 academic year.
The course investigates what many people have viewed as a "quarrel" between science and religion. It explores what science is, and what religion is, and asks what authority can offer for the various claims they make. As the natural sciences provide increased knowledge of the cosmos, is there still a place for religion? The course has no prerequisites.

PHIL UN2702 Contemporary Moral Problems. 3 points.
Questions about how people should act have historically been central to philosophy. This course introduces students to philosophy through an examination of some important moral problems that arise in the twenty-first century. The aim is not only to offer ideas for thinking through the issues covered, but also to provide tools for general moral reflection. Topics covered will include: the legitimacy of asking migrants to abandon their traditional practices, responsibilities to distant people and to future generations, abortion and genetic testing of the unborn, the proper treatment of animals, and the permissibility of war and terrorism.
PHIL 2702

PHIL UN3181 "Social and Political Thought." 3 points.
Not offered during 2017-18 academic year.

Prerequisites: One philosophy course or permission of the instructor.
This course will examine several thinkers who contributed to the development of social and political thought, including Hobbes, Locke, Rousseau, Bentham, Mill, Marx, and others. We will consider questions of individual freedom, collective action, and the nature of political authority.

PHIL 3181

PHIL V3251 Kant. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: One philosophy course or permission of the instructor.
This course will explore the works of Immanuel Kant, focusing on his critique of pure reason and his project of "transcendental" philosophy.

PHIL V3251

PHIL UN3252 Philosophy of Language and Mind. 3 points.
This course will survey the most fundamental issues about the nature of language and the nature of the human mind. Readings will consist of selections from Descartes, Locke, Frege, Wittgenstein, Chomsky, Quine, Davidson, Kripke, McDowell, Burge and some more recent writings.

Fall 2017: PHIL UN3252

PHIL UN3252

PHIL UN3264 19th Century Philosophy: Hegel. 3 points.
Prerequisites: Phil UN2201 or PHIL UN3251
Examines major themes of Hegel's philosophy, with emphasis on social and political thought. Topics include Hegel's critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in a rational society. Readings from Fichte help explain how Hegel's project develops out of Kant's transcendental idealism. Some knowledge of Kant's moral theory and his Critique of Pure Reason is presupposed. Prerequisite: at least one of PHIL 2201, 2301, or 3251.

PHIL UN3278 Nietzsche. 3 points.
Prerequisites: one prior course in the history of philosophy (either ancient or modern).
An examination of major themes in Nietzsche's thought. Topics include the philosophical significance of Greek tragedy, the nature of truth, the possibility of knowledge, the moral and metaphysical content of Christianity, the death of God, perspectivism, eternal recurrence, and the power to will.

Fall 2017: PHIL UN3278

PHIL UN3278

PHIL UN3351 Phenomenology and Existentialism. 3 points.
Prerequisites: Two prior philosophy courses. Enrollment limited to 30.
Survey of selected works of Husserl, Heidegger, Sartre, and Merleau-Ponty. Topics include intentionality, consciousness and self-consciousness, phenomenological and hermeneutical method, the question of being, authenticity and inauthenticity, bad faith, death, and the role of the body in perception.

Spring 2018: PHIL UN3351

PHIL UN3351

PHIL V3352 Twentieth Century European Philosophy. 3 points.
Prerequisites: one philosophy course.
Reading and discussion of selected texts by central figures in phenomenology, existentialism, hermeneutics, critical theory, and recent Continental philosophy. Authors may include Heidegger, Sartre, Merleau-Ponty, Gadamer, Horkheimer, Adorno, Foucault, Bourdieu.

PHIL UN3353 European Social Philosophy. 3 points.
Prerequisites: one philosophy course.
A survey of European social philosophy from the 18th to the 20th century, with special attention to theories of capitalism and the
normative concepts (freedom, alienation, human flourishing) that inform them. Also: the relationship between civil society and the state.

Fall 2017: PHIL UN3253
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
PHIL 3353  001/01186  T Th 10:10am - 11:25am  Frederick  3  26/40 323 Milbank Hall

PHIL BC3398 Independent Study. 1-3 points.
Open to students who wish to pursue a project on an individual basis. The study consists in a combination of readings and papers over one semester under the direction of an appropriate instructor. The project and enrollment for the course are both subject to departmental approval.

PHIL UN3411 Symbolic Logic. 4 points.
CC/GS: Partial Fulfillment of Science Requirement, Recitation Section Required
Corequisites: PHILV3413 Required Discussion Section (0 points).
Advanced introduction to classical sentential and predicate logic. No previous acquaintance with logic is required; nonetheless a willingness to master technicalities and to work at a certain level of abstraction is desirable. This course has unrestricted enrollment.

Fall 2017: PHIL UN3411
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
PHIL 3411  001/64121  M W 11:40am - 12:55pm  Tamar Lando  4  72/86 310 Fayerweather
PHIL 3411  001/29919  T Th 11:40am - 12:55pm  Achille Varzi  4  59/60 602 Hamilton Hall

PHIL V3420 Mathematical Logic. 3 points.
Not offered during 2017-18 academic year.

PHIL UN3551 Philosophy of Science. 3 points.
Enrollment limited to 40.
Prerequisites: one philosophy course or the instructor’s permission. Philosophical problems within science and about the nature of scientific knowledge in the 17th-20th centuries. Sample problems: causation and scientific explanation; induction and real kinds; verification and falsification; models, analogies and simulations; the historical origins of the modern sciences; scientific revolutions; reductionism and supervenience; differences between physics, biology and the social sciences; the nature of life; cultural evolution; human nature; philosophical issues in cosmology.

Fall 2017: PHIL UN3551
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
PHIL 3551  001/28837  T Th 10:10am - 11:25am  David Albert  3  23/40 603 Hamilton Hall

PHIL V3552 Philosophical Problems of Climate Change. 3 points.
Open to juniors and seniors. Not offered during 2017-18 academic year.
The debate about climate change, its impact, and the implications for policy raise many philosophical questions. What is the evidence for anthropogenic global warming? Why does debate persist? How should we assess the risks of various options? What are our obligations to distant people and to future generations? In what ways does climate change require us to assess our economic, social, and political institutions? By taking up these question, the course will explore a range of important issues in philosophy of science, philosophy of economics, ethics, and social and political philosophy.

PHIL V3576 Physics and Philosophy. 3 points.
Not offered during 2017-18 academic year.
Phenomenal problems at the foundations of quantum theory, especially those having to do with the uncertainty of relations and nature of quantum mechanical indeterminacy. Exploration of a variety of interpretation and hidden variable theory.

PHIL UN3601 Metaphysics. 4 points.
Discussion Section Required
Corequisites: PHIL V3611 Required Discussion Section (0 points).
Systematic treatment of some major topics in metaphysics (e.g. modality, causation, identity through time, particulars and universals). Readings from contemporary authors.

Fall 2017: PHIL UN3601
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
PHIL 3601  001/63092  T Th 10:10am - 11:25am  Achille Varzi  3  65/80 833 Seeley W. Mudd Building

PHIL V3654 Philosophy of Psychology. 3 points.
Not offered during 2017-18 academic year.
Considers psychology from the perspective of philosophy of science and the plausibility of various philosophical positions in light of the best current theories of psychology. Examines the assumptions and explanatory strategies of past and present "schools of psychology" and the implications of recent work in psychology for such perennial philosophical problems as moral responsibility and personal identity.

PHIL UN3685 Philosophy of Language. 3 points.
This course is a survey of analytic philosophy of language. It addresses central issues about the nature of meaning, including: sense and reference, speech acts, pragmatics, and the relationship between meaning and use, meaning and context, and meaning and truth.

Spring 2018: PHIL UN3685
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
PHIL 3685  001/74467  T Th 10:10am - 11:25am  Karen Lewis  3  14/40 530 Altshul Hall

PHIL UN3701 Ethics. 4 points.
Prerequisites: one course in philosophy.
Corequisites: PHIL V3711 Required Discussion Section (0 points).
This course is mainly an introduction to three influential approaches to normative ethics: utilitarianism, deontological views, and virtue ethics. We also consider the ethics of care, and selected topics in meta-ethics.

Spring 2018: PHIL UN3701
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
PHIL 3701  001/12000  M W 10:40am - 11:55pm  Michele  4  64/80 517 Hamilton Hall

PHIL V3710 Law, Liberty and Morality. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 40 students. Examination of classic philosophical theories about the rule of law, relations between law and morality, legal reasoning, and their implications for selected contemporary legal problems.

PHIL V3713 Varieties of Liberalism. 3 points.
Not offered during 2017-18 academic year.

Seven formulations of Liberalism from Hobbes, Locke, Rousseau, and Mill through Hobhouse, Dewey, and Rawls have generated the issues which remain central for current political divisions and divergent directions for social policy. This course will examine each of these seven formulations with a focus upon the emerging issues that have been central for Liberalism. These issues range from such theoretical questions as the grounds for contractual nature of the State, the justification of natural rights, and the perfectability of society through the application of the social sciences, to such policy debates as the scope and limits of individual freedom, the place of free markets and of the public sector in a political economy, political realism and political idealism in international relations, and the role of interest groups in democratic society. In addition to the seven texts of a liberal and democratic theory, there are readings from Berlin, Burnham, Devlin, Hayek, Hook, Oakeshott, Popper, Schumpeterm, and Weber.

PHIL V3716 Topics in Ethics. 3 points.
Enrollment limited to 40.


PHIL V3720 Ethics and Medicine. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Limited enrollment by permission of the instructor. First-day attendance required. Philosophical examination of moral issues in medical theory and practice. Analysis of the ethics of the doctor-patient relationship, e.g., informed consent, truth-telling, paternalism; topics in bioethics, e.g., abortion, euthanasia, experimentation on humans; justice and access to health care; human genetics.

PHIL UN3751 Political Philosophy. 3 points.
Six major concepts of political philosophy including authority, rights, equality, justice, liberty and democracy are examined in three different ways. First the conceptual issues are analyzed through contemporary essays on these topics by authors like Peters, Hart, Williams, Berlin, Rawls and Schumpeter. Second the classical sources on these topics are discussed through readings from Hobbes, Locke, Hume, Marx, Plato, Mill and Rousseau. Third some attention is paid to relevant contexts of application of these concepts in political society, including such political movements as anarchism, international human rights, conservative, liberal, and Marxist economic policies as well as competing models of democracy.
PHIL UN3856 Political Realism and Social Injustice. 3 points.  
Rectifying injustice remains a central motivation for social and political thought. The aim of a theory of justice or injustice is often to guide us in dealing with the grave wrongs in our social world. But how should philosophy support the advancement of justice, and what do its moral ideals have to do with the political realities of power and conflict? Do we need an “ideal theory” of a perfectly just society to set the aims of social progress? Can we properly respond to racial and gendered injustices without understanding how they wrong people as members of social groups (e.g. as black Americans, women, etc.)? What limits do our theories face in helping us navigate real political decisions and problems? This course will examine different answers to these questions as well as their substantive consequences for addressing pressing injustices based on race and gender. Our investigations will emphasize the relations between political philosophy, social science, the social construction of identity, and real-world politics.

PHIL UN3867 Philosophy & Literature: Jane Austen & Moral Philosophy. 3 points.  
In the 1790s, when Jane Austen was beginning to write fiction, there was much debate over the value and function of the novel. Some argued that novels were dangerous to their readers, inciting violent emotional responses and corrupting the imagination (especially in women and children, who were believed to be more sensitive to such stimuli). Others saw potential in this narrative form, arguing that novels could contribute to the moral and sentimental education of their readers. Adam Smith, for example, claims that “[t]he poets and romance writers, who best paint the refinements and delicacies of love and friendship, and of all other private and domestic affections, Racine and Voltaire; Richardson, Maurovix, and Riccoboni; are, in such cases, much better instructors than Zeno, Chrysippus, or Epictetus” (“Theory of Moral Sentiments III.3.14). And David Hume argues that there is a kind of moral philosophy that paints virtue and vice rather than anatomizing it. Such philosopher-painters, he says, “make us feel the difference between vice and virtue; they excite and regulate our sentiments” (“Enquiry Concerning Human Understanding 1.1”).

In this course, we will keep these questions about one possible function of literature in the back of our minds as we read through four of Austen’s novels. With each novel, we will focus on a specific ethical theme treated in and by that novel: with Sense and Sensibility we’ll focus on the role of the emotions in morality; with Mansfield Park we’ll focus on questions about moral education and virtue; with Emma we’ll focus on the difficulties of accurate discernment and judgment in moral matters; and with Persuasion we’ll focus on the relation between the individual and society and the complications caused by differences in gender, class, and social status. Each novel will be paired with selections from authors who were near contemporaries of Austen’s, including Samuel Johnson, David Hume, Jane Collier, Hannah More, Adam Smith, and Mary Wollstonecraft.

Two warnings/things to be aware of: first, this course will require a significant amount of reading; and second, in this course, we will be approaching literature with an interest in philosophical themes and questions. We will occasionally discuss formal and stylistic aspects of Austen’s novels (for example, her use of irony and of a technique referred to as “free indirect discourse”), but these sorts of concerns will not be our main focus.

Fall 2017: PHIL UN3856  

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<td>001/77782</td>
<td>12:10pm - 2:00pm</td>
<td>Aaron Landau</td>
<td>3</td>
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PHIL UN3867 Philosophy & Literature: Jane Austen & Moral Philosophy. 3 points.  
Open to students majoring either in philosophy or in English and comparative literature. Not offered during 2017-18 academic year.

The seminar will consider seven plays by Shakespeare, devoting two sessions to each, and pairing each with other texts (typically with philosophical texts). Among the plays considered will be Merchant of Venice, All’s Well that Ends Well, Midsummer Night’s Dream, Henry IV Part I, and King Lear. The readings will also include extracts from the writings of Edmund Burke, Adam Smith, Anthony Appiah, Plato, Camus, Schopenhauer, and Stanley Cavell.

PHIL UN3960 Epistemology. 4 points.  
Discussion Section Required

Corequisites: PHIL W3963 Required Discussion Section (0 points).

What can we know? What is knowledge? What are the different kinds of knowledge? We will read classic and contemporary texts for insight into these questions.
PHIL G4050 Aesthetics: Historical Survey I. 3 points.
Open to senior undergraduates with previous work in the history of philosophy and to graduate students. Not offered during 2017-18 academic year.

This course is a critical examination of some major texts in aesthetics including Plato, Aristotle, Hume, Winckelmann, Lessing, Hume, Goethe, Kant, Schiller, Hegel, and Nietzsche.

PHIL BC4050 Senior Seminar. 3 points.
Intensive study of a philosophical issue or topic, or of a philosopher, group of philosophers, or philosophical school or movement. Open only to Barnard senior philosophy majors.

PHIL BC4051 Senior Thesis. 3 points.
A substantial paper, developing from an Autumn workshop and continuing in the Spring under the direction of an individual advisor. Open only to Barnard senior philosophy majors.

PHIL G4055 Aesthetics: Modern Survey II. 3 points.
Open to senior undergraduates with previous work in the history of philosophy and to graduate students. Priority is given to students who have taken Aesthetics: Historical Survey I.

This course is a critical examination of the major texts in aesthetics including Dewey, Collingwood, Croce, Wittgenstein, Heidegger, Adorno, Benjamin, Merleau-Ponty, Sartre, Wollheim, Goodman, Cavell, and Danto. Aesthetics: Modern Survey I is not a pre-requisite, but preference is given to those students who have taken it.

PHIL GU4100 Paradoxes. 3 points.
Various paradoxes, from many areas, including mathematics, physics, epistemology, decision theory and ethics, will be analyzed. The goal is to find what such paradoxes imply about our ways of thinking, and what lessons can be derived. Students will have a choice to focus in their papers on areas they are interested in.

PHIL G4251 Kant’s Critique of Judgment. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: For undergraduates: PHIL V3251 (Kant) or PHIL V3264 (Hegel) or the instructor’s permission. A close reading of central arguments of Kant’s Critique of Pure Reason.

PHIL V4350 Heidegger. 3 points.
Not offered during 2017-18 academic year.

A study of selected works from Heidegger’s middle and later period, from the 1930s to the 1960s, concerning the history of metaphysics, the nature of art and technology, and the problem of nihilism.

PHIL GU4424 Modal Logic. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

PHIL GU4471 Philosophy of Mathematics. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: mathematical background, or familiarity with formal reasoning. The instructor’s permission in borderline cases is required. Topics: Mathematical reasoning and intuition, as illustrated in simple problem solving and historical examples. The source of mathematical validity. Views of mathematics of some major philosophers: Kant, Mill, Frege Russell, Wittgenstein. Realism and Constructivism. Hilbert’s program. Mathematics as a formal deductive activity. Formal systems and the significance of Gödel’s incompleteness results. Some more recent debates in the philosophy of mathematics.
mind, body) or on the philosophy of a major figure in the period (e.g., Descartes, Leibniz, Spinoza, Gassendi, Conway).

**Student Learning Outcomes**

Students will be able to:

1. Demonstrate an exercise to increase muscular endurance;
2. Identify methods of assessing body composition;
3. Demonstrate knowledge of a method for monitoring cardiovascular fitness;
4. Perform pertinent warm-up and cool down exercises;
5. Recognize the benefit of physical activity in reducing stress;
6. Demonstrate increased kinesthetic awareness in chosen activity;
7. Demonstrate proper safety techniques in chosen activity;
8. Demonstrate an exercise to increase muscular strength; and
9. Perform pertinent movement activities to increase flexibility

**Chair**: Lisa Northrop (Senior Associate)

**Senior Associates**: Laura Masone, George Padilla

**Adjunct Associates**: Eve Bernstein, Stephen Shulman, Kate Thompson

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**PHIL GU4910 Topics in Metaphysics. 3 points.**

Not offered during 2017–18 academic year.

**Description forthcoming.**

**Cross-Listed Courses**

There are currently no cross-listed courses for your department.

**Physical Education**

200 Barnard Annex
212-854-2085

Department Assistant: Susan Campbell

**Mission**

The Physical Education Department subscribes fully to the College’s commitment to help women realize their full potential. The diversity of the curriculum and the specialization of the faculty permit the student to focus on personal interests and learn the importance of regular participation in physical activity as a lifetime choice. These opportunities instill the basic principles of physical activity in the pursuit of wellness.

The curriculum is driven by the seven components of wellness: physical, occupational, social, intellectual, environmental, emotional, and spiritual, using the physical dimension as a foundation. Through regular participation in guided physical movement, the student gains enhanced physical fitness, improved self-esteem, expanded sport-specific skills and stress management techniques. Physical Education and the extra-curricular programs address the body-mind connection as the student learns skills that will influence the quality of her life currently in academic achievement and in all future endeavors.

**Degree Requirement**

One Physical Education course is required and must be completed by the end of the first year. One point will be earned for this one course. Students in the Barnard/JTS dual program must complete one Physical Education course by the end of the junior year. One additional point of elective Physical Education may be counted towards the 122 points required for graduation. Transfer students must complete one semester of Physical Education by the end of the junior year and are not eligible for the second point of credit. One-point studio courses in the Dance Department also fulfill the Physical Education requirement.

**Health Status**: Students with permanent or temporary disabilities will be individually advised and placed in a suitable activity, based upon the recommendations of the Director of Health Services or Disability Services.

**Curriculum**: The curriculum is organized and administered by the faculty of the Department of Physical Education. Instruction is offered in the areas of fitness, mind/body, and self-paced courses. Courses are designed to promote the development and enjoyment of lifetime motor skills, which will afford opportunities to realize one’s potential and to provide vigorous exercise to release tensions often generated by strong academic commitments and intense urban life.

**Sports Recreation**: The Physical Education Department offers a Sports Recreation program, which features basketball, indoor soccer, and volleyball. The program offers different levels of competitive play and emphasizes participation in a friendly atmosphere; activities are open to all members of the college community.

**Extracurricular Fitness**: Recreational use of the Barnard Fitness Center and Fitbear group fitness program is encouraged. All students, faculty, and staff are eligible to use these programs.

**Intercollegiate Athletics**: The Barnard/Columbia Athletic Consortium provides the opportunity for eligible undergraduate women to compete together as members of University-wide athletic teams. Fifteen varsity sports are currently sponsored: archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, swimming & diving, tennis, indoor and outdoor track & field, and volleyball. Governed by NCAA and Ivy League rules, all teams are Division I. Competition is scheduled with teams from the Ivy League, the metropolitan area, and the eastern region. In addition, students are eligible to qualify for regional and national championships. Physical Education credit may be earned through satisfactory participation on a varsity team.

**Registration**: Registration takes place at the beginning of each semester. Information is available in the Physical Education office or on the department’s web site. Incoming students receive information in their registration packets. After confirming registration with the Physical Education Department, students should include the Physical Education course by number, section, title, and I.D. number on final programs filed with the Registrar.

**Cross Registration**: Barnard students may receive credit for a Columbia Physical Education course. Admittance is at the discretion of the Columbia Physical Education Chair.
CARDIOVASCULAR COURSES

Group Fitness Sampler (PHED BC1500)
A survey of group fitness techniques taught with choreography and music. Three-week modules in the following disciplines: Cardiovascular Fitness (Aerobics, Step, Kickboxing), Body Sculpting, Pilates, and Yoga.

Cardio Sculpt (PHED BC1591)
Combination class combining cardiovascular workouts with muscle-toning workouts performed to a variety of music.

MIND/BODY COURSES

Karate (PHED BC1680)
This course introduces students to the fundamentals of traditional Japanese karate including stances, body conditioning, and self-defense.

Self-Defense (PHED BC1690)
Introduction to the essentials of street self-defense; physical activities and mental preparation.

Tai Chi (PHED BC1691)
This series of classes will provide the practice of T’ai Chi Chuan as a moving meditation and health maintenance exercise. This process involves both physical and nonphysical work and introduces T’ai Chi as an exercise of consciousness. There will also be recommended reading selections in the history and philosophical underpinnings of T’ai Chi. No pre-requisite for this course. Each class will consist of physical practice of the T’ai Chi sequence of movements / postures, also discussion including history of and principles of T’ai Chi.

Qigong/Chinese Yoga (PHED BC1692)
An introduction to Chinese Yoga which emphasizes the harmony of breathing and movement; typically used for health promotion, martial arts and in combination with meditative techniques.

Yoga (PHED BC1693)
An introduction to Hatha Yoga focusing on the development of the physical body to increase flexibility and strength. Breathing practices and meditation techniques that relax and revitalize the mind and body are included.

MUSCULAR STRENGTH/ENDURANCE COURSES

Personal Fitness (PHED BC1102)
Participation in fitness activities addressing cardio-respiratory endurance, muscular strength, flexibility, and muscular endurance.

Core Strength (PHED BC1532)
A combination of Pilates-based mat exercises class to strengthen "core" (abs, back and hips) and sculpting techniques for entire body using various equipment. Emphasis on proper breathing and alignment.

Body Sculpting (PHED BC1581)
Muscle definition exercises using weights, bands and bars for the whole body, set to music.

Women’s Strength (PHED BC1589)
Introduction to principles of weight training. Use of Cybex resistance machines and free weights. Programs tailored to individual needs.

SPECIAL COURSES

Total Body Conditioning (PHED BC1510)
Hybrid course including instructional group training and self-paced individual workouts using multiple locations on campus. All areas of physical fitness are included: cardio, core, muscular strength, muscular endurance, and flexibility. Students in this course meet with an instructor once per week. The second workout is completed individually. Requires self-motivation and focus.

Cross-Listed Courses

There are currently no cross-listed courses for your department.

Physics & Astronomy

504A Altschul Hall
212-854-3628
Department Administrative Assistant: Joanna Chisolm

Mission

The mission of the Physics and Astronomy Department at Barnard College is to provide students with an understanding of the basic laws of nature, and a foundation in the fundamental concepts of classical and quantum physics, and modern astronomy and astrophysics. Majors are offered in physics, astronomy, or in interdisciplinary fields such as, astrophysics, biophysics, or chemical physics. The goal of the department is to provide students (majors and non-majors) with quality instruction and prepare them for various post-graduate career options, including graduate study in physics and/or astronomy, professional careers in science, technology, education, or applied fields, as well as health-related professions. The department strives to be a source of distinguished women scientists. The faculty in the department maintain NSF or NASA-sponsored active research programs that involve undergraduate students. All majors engage in at least one summer of independent research that is often continued during the semester, or the following summer. Students may also carry out their research at other institutions nationally, through NSF-REU (Research Experience for Undergraduates) programs. Students are required to present the results of their research in the annual departmental “Senior Talks,” held in May.

Student Learning Goals

- Acquire a strong intellectual foundation in physics and/or astronomy.
- Apply scientific thinking to problems in physics and/or astronomy, and translate this to real life problems.
- Use mathematics to describe and manipulate abstract concepts in physics and/or astronomy.
• Perform laboratory experiments to study various physical phenomena, and use statistical approaches to analyze and interpret the data obtained in these experiments.
• Acquire effective oral and written presentation skills to communicate scientific ideas.
• Participate in a research project and stimulate the ability of empirical thought.
• Demonstrate the ability to give a scientific talk on a research topic.

Student Learning Outcomes

Upon successfully completing the major, students should have the ability to:

• demonstrate a conceptual understanding of the physical laws of nature.
• demonstrate a thorough knowledge of the various subject areas of physics (e.g. classical mechanics, quantum physics, electromagnetism, and thermodynamics) and/or astronomy (e.g. stellar structure and evolution, physics of the solar system, physical cosmology, and observational astronomy).
• apply problem-solving skills beyond graduation in advanced physics and/or astronomy courses in graduate school and independent research projects.
• apply problem-solving and computation skills in future situations in applied or technical jobs, or careers in finance and industry.
• make an effective oral presentation to an audience of peers and faculty on a particular research topic.

From Aristotle's Physics to Newton's Principia, the term "physics," taken literally from the Greek φυσις (= Nature), implied natural science in its very broadest sense. Physicists were, in essence, natural philosophers, seeking knowledge of the observable phenomenal world. Astronomy originally concentrated on the study of natural phenomena in the heavens with the intent to understand the constitution, relative positions, and motions of the celestial bodies in our universe. Though practitioners of these disciplines have become somewhat more specialized in the past century, the spirit that guides them in their research remains the same as it was more than two millennia ago.

In cooperation with the faculty of the University, Barnard offers a thorough pre-professional curriculum in both physics and astronomy. The faculty represents a wide range of expertise, with special strength in theoretical physics, condensed matter physics, and observational astrophysics.

Separate majors in physics and astronomy are offered. A major in astrophysics is also possible. Furthermore, there are many special interdisciplinary majors possible, such as biophysics, chemical physics, engineering physics, and mathematical physics. There is a physics minor as well. Students should consult members of the department early on in their undergraduate careers in order to plan the most effective course of study. Qualified seniors are invited to participate in the seniors honors program, in which they carry out a year-long research project leading to the thesis.

There are several quite distinct introductory sequences in physics, only one of which may be taken for credit:

1. PHYS C1001 Physics for Poets - PHYS C1002 Physics for Poets is a lecture course in physics intended for liberal arts students. A semester of this CU lecture course satisfies the BC Quantitative Reasoning requirement. Note, however, that 1001-2 does not satisfy the premedical nor physics requirement for any major. It should also not be taken to satisfy the BC lab science requirement.
2. PHYS V1201 General Physics I - PHYS V1202 General Physics II is satisfactory preparation for medical school and is appropriate for most non-science major premedical students. This course is taught at Columbia in a large lecture hall setting. It is not recommended as a foundation for more advanced work in the field. Taken in conjunction with PHYS UN1291 General Physics Laboratory - PHYS W1292 , this sequence does satisfy the college LAB requirement, but the student population is essentially premed. Note that PHYS V1201 General Physics I / PHYS V1202 General Physics II are required in order to take the lab course.
3. PHYS BC2001 Physics I: Mechanics - PHYS BC2002 Physics II: Electricity and Magnetism, PHYS BC3001 Physics III: Classical Waves & Optics is Barnard's own three-semester, calculus based introductory sequence in physics. Characterized by modest class sizes, it is designed specifically for Barnard women with a serious interest in any of the natural sciences or mathematics. Moreover, it is especially appropriate for majors in physics, chemistry, or biochemistry, whether premedical or not. Biology majors with some calculus background are also encouraged to take this sequence. Finally, Barnard women contemplating a major in physics or astronomy should take PHYS BC2001 Physics I: Mechanics - PHYS BC2002 Physics II: Electricity and Magnetism in their first year, if possible, or in their second at the latest, to be followed by the third-semester course, Classical Waves and Optics.
4. First-year students with exceptional aptitude for physics (as evidenced, for example, by scores of 4 or 5 on the advanced placement C exam) and a good mathematical background may be admitted into the Columbia-taught two-semester sequence PHYS C2801 General Physics - PHYS C2802 General Physics, which replaces all three terms of the sequence for majors. Students considering this sequence are strongly encouraged to consult a Barnard faculty member at the start of the term.

Students unsure about the most appropriate sequence should consult members of the department.

The following courses may be substituted for each other:

PHYS BC3001 Physics III: Classical Waves & Optics (sect.1; 5pts) = PHYS UN2601 Physics, III: Classical and Quantum Waves (3.0pts) + PHYS BC3001 Physics III: Classical Waves & Optics (sect.3; 2pts)
ASTR BC1753 Life in the Universe - ASTR BC1754 Stars, Galaxies, and Cosmology = ASTR C1403 Earth, Moon, and Planets (lecture) - ASTR C1404 Stars, Galaxies, and Cosmology

Chair: Laura Kay
Professors: Timothy Halpin-Healy (Ann Whitney Olin Professor), Reshmi Mukherjee (Helen Goodhart Altschul Professor)
Associate Professor: Janna Levin
Lab Director: Stiliana Savin

Other officers of the University offering courses listed below:

Professors: James Applegate, Norman Christ, Brian Cole, Arlin Crotts, Charles Hailey, Jules Halpern, Tony Heinz, David Helfand, Robert
Mawhinney, John Parsons, Frederik Paerels, Joseph Patterson, Michael Shaevitz, Michael Tuts, Jacqueline van Gorkom, William Zajc

**Associate Professors:** Greg Bryan, Zoltan Haiman, Kathryn Johnson, Kristen Menou, David Schiminovich

**Adjunct Professors:** Burton Budick, Morgan May

### Requirements for the Astronomy Major

The courses required for the major in astronomy are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS BC2001</td>
<td>Physics I: Mechanics *</td>
<td>4.5</td>
</tr>
<tr>
<td>PHYS BC2002</td>
<td>Physics II: Electricity and Magnetism *</td>
<td>4.5</td>
</tr>
<tr>
<td>PHYS BC3001</td>
<td>Physics III: Classical Waves &amp; Optics *</td>
<td>5</td>
</tr>
</tbody>
</table>

Calculation through IV is required, with additional work in mathematics recommended.

* In lieu of the above, any three-semester Columbia introductory sequence acceptable for the physics major in Columbia College will do (e.g., PHYS UN101 Physics, I: Mechanics and Relativity-PHYS UN102 Physics, II: Thermodynamics, Electricity, and Magnetism, PHYS UN201 Physics, III: Classical and Quantum Waves, taken with labs at Barnard). The accelerated two-semester Columbia College sequence PHYS BC2001 General Physics-PHYS BC2002 General Physics is also acceptable.

### Interdisciplinary Major

Special majors in, for example, astrophysics, biophysics, chemical physics, engineering physics, or mathematical physics are all possible and are arranged in conjunction with the relevant second department at Barnard. A student interested in such possibilities should speak to a faculty member early on (i.e., by late fall of her sophomore year) in order to permit the most effective construction of her program of study and the appropriate petition to be made to the Committee on Programs and Academic Standing. The latter is a straightforward procedure associated with the declaration of all special majors at Barnard.

### Requirements for the Physics Minor

Five courses are required for the minor in physics. They are: any three-semester introductory sequence acceptable for the major (see above) plus two additional 3-point courses at the 3000-level.

### Astronomy Courses

**ASTR BC1753 Life in the Universe. 3 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

Introduction to astronomy intended primarily for nonscience majors. Includes the history of astronomy; the apparent motions of the moon, sun, stars, and planets; gravitation and planetary orbits; the physics of the earth and its atmosphere; and the exploration of the solar system. This course is similar to ASTR W1403. You cannot enroll in both courses and receive credit for both.
ASTR BC1754, Stars, Galaxies, and Cosmology. 3 points.


Prerequisites: Recommended preparation: A working knowledge of high school algebra.

Corequisites: Suggested parallel laboratory course: ASTR C 1904.

Introduction to ideas and models of thought in the physical sciences, adopting as its theme the use of the atom as an imperturbable clock. Lectures discuss basic physical ideas behind the structure of the atom and its nucleus and then explore such diverse applications as measuring the size of the Shroud of Turin, determining the diets of ancient civilizations, unraveling the evolution of the universe, and charting the history of earth’s climate.

ASTR C1403, Earth, Moon, and Planets (lecture). 3 points.


Prerequisites: Open to any student offering astronomy in partial fulfillment of the science requirement - some sections satisfy QUA requirement. Recommended preparation: A working knowledge of high school algebra.

The overall architecture of the solar system. Motions of the celestial sphere. Time and the calendar. Life in the solar system and beyond. Students may not receive credit for both ASTR BC1753 and ASTR C1403.

ASTR C1404, Stars, Galaxies, and Cosmology. 3 points.


Prerequisites: Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra. Professor Applegate's sections do not qualify for QUA. Distances to, and fundamental properties of, nearby stars; nucleosynthesis and stellar evolution; novas and supernovas; galaxies; the structure of the universe and theories concerning its origin, evolution, and ultimate fate. Professor Applegate's sections do not qualify for QUA. Students may not receive credit for both ASTR BC1754 and ASTR C1404.

ASTR C1420, Galaxies and Cosmology. 3 points.


Prerequisites: Working knowledge of high school algebra. The content, structure, and possible evolution of galaxies. The '21-centimeter line': the song of interstellar hydrogen. Distribution mass, seen and unseen, in galaxies and clusters of galaxies. Distribution of clusters over the sky. Quasars and the nuclei of galaxies. The origin of the universe, and the present controversy over its eventual fate.

ASTR UN1610, Theories of the Universe: From Babylon to the Big Bang. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Milestones in the science of cosmology over the past 6000 years. Skylore and observation in ancient cultures. The twin revolutions of the Greeks: Pythagoras and Ptolemy; and Aristotle, Aquinas, and the Great Chain of Being. The "scientific revolution": the impersonal and deterministic world-order of Newton, Laplace, and Kelvin. The erosion of that world-order by mathematics and experiment in the 20th century (relativity, quantum physics, dark matter, and the expanding universe). Today's searches for a new grand order in the Universe, which can cope - or maybe not - with these blows to yesterday's comfortable wisdom.

ASTR UN1453, Another Earth. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

This course cannot be taken for credit if BC1753 has been taken.

This course will explore the unique properties of Earth, compared to other planets in the Solar System, and the possibility of Earth-like planets around other stars. The basics of the Solar System, gravity, and light will be covered, as well as the geology and atmospheres of the terrestrial planets. The properties of Earth that allowed life to develop and whether life can develop on other planets will be discussed. Finally, the discovery of planets beyond our Solar System and the likelihood of another Earth will be a key component of the course.

ASTR C1836, Stars and Atoms. 3 points.

Prerequisites: Recommended preparation: A working knowledge of high school algebra.

Study of the life cycles of stars, from their birth in cold gas clouds to their final throes in supernova explosions. The turn-of-the-century revolution in physics: x-rays, radioactivity, the nuclear atom, and the quantum theory. Energy production by nuclear fission and fusion, and its consequences.

ASTR C1903, Earth, Moon, and Planets Laboratory. 1 point.

Corequisites: ASTR BC1753 or ASTR C1403.

This laboratory is for the lecture courses ASTR BC1753x or ASTR C1403x. The lecture course must be taken concurrently.
ASTR C1904 Astronomy Lab 2. 1 point.
Laboratory for ASTR C1404. Projects include use of telescopes, laboratory experiments in the nature of light, spectroscopy, and the analysis of astronomical data.

ASTR C2001 Introduction to Astrophysics I. 3 points.
Prerequisites: A working knowledge of calculus.
Corequisites: A course in calculus-based general physics.
The first term of a two-term, calculus-based introduction to astronomy and astrophysics. Topics include the physics of stellar interiors, stellar atmospheres and spectral classifications, stellar energy generation and nucleosynthesis, supernovae, neutron stars, white dwarfs, interacting binary stars.

ASTR C2002 Introduction to Astrophysics II. 3 points.
Prerequisites: A working knowledge of calculus.
Corequisites: A course in calculus-based general physics.
Continuation of ASTR C2001. These two courses constitute a full year of calculus-based introduction to astrophysics. Topics include the structure of our galaxy, the interstellar medium, star clusters, properties of external galaxies, clusters of galaxies, active galactic nuclei, cosmology.

ASTR C2900 Frontiers of Astrophysics Research. 3 points.
Grading is Pass/Fail.
Several members of the faculty will each offer a brief series of talks providing context for a current research topic in the field and will then present recent results of their ongoing research. Opportunities for future student research collaboration will be offered.

ASTR C3101 Modern Stellar Astrophysics II. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: one year of calculus-based general physics.
Introductory astronomy is not required, but some exposure to astronomy is preferable. In the first half of the course, we will examine the physics of stellar interiors in detail, leading us to develop models of stellar structure and consider how stars evolve. In the second half of the course, we will discuss special topics, such as pre-main sequence evolution, the late stages of stellar evolution, and supernovae and compact objects.

ASTR C3103 The Galaxy and the Interstellar Medium. 3 points.

ASTR UN3105 Extrasolar Planets and Astrobiology. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: One year of calculus-based physics.
The emerging field of extrasolar planets and astrobiology will be covered at a quantitative level, with a major emphasis on astrophysical phenomena and techniques. The subject will be introduced through an investigation of current planetary formation theories and approaches to planet detection, including what we currently know about extrasolar planets and detailed reference to state-of-the-art studies. An astronomer’s view of the origin of life and extreme biology will be developed and applied to questions of cosmo-chemistry, observable life-signatures, habitable zones and other astrophysical constraints on the development of organisms.

ASTR UN3106 The Science of Space Exploration. 3 points.
CC/GS: Partial Fulfillment of Science Requirement
Prerequisites: one semester course in introductory astronomy or astrophysics (e.g., ASTR UN1403, ASTR UN1404, ASTR UN1420, ASTR UN1836, ASTR UN2001, ASTR UN2002, ASTR BC1753, ASTR BC1754). Ability in mathematics up to and including calculus is strongly urged.
How and why do humans explore space? Why does it require such extraordinary effort? What have we found by exploring our Solar System? We investigate the physics and biological basis of space exploration, and the technologies and science issues that determine what we can accomplish. What has been accomplished in the past, what is being explored now, and what can we expect in the future? How do space scientists explore the Solar System and answer science questions in practice? What do we know about solar systems beyond our own?

ASTR C3273 High Energy Astrophysics. 3 points.
Prerequisites: One year of calculus-based general physics. Physics majors could take this course with no previous astronomy background.

ASTR C3646 Observational Astronomy. 3 points.
Introduction to the basic techniques used in observing and analyzing astronomical data. Focus on ‘ground-based’ methods at optical, infrared, and radio wavelengths. Regular use of the telescope facilities atop the roof of the Pupin Labs and at Harriman Observatory. The radio-astronomy portion consists mostly of computer labs, In research projects, students also work on the analysis of data obtained at National Observatories.

ASTR C3985 Statistics and the Universe (Seminar). 3 points.
Prerequisites: First year calculus required, introductory physics or astronomy
Essential statistical methods will be applied in a series of case studies and research projects taken from the latest advances in cosmology, astronomy and physics. Statistics of measurement and detection, fundamentals of hypothesis testing, classifications, data modeling, time-series analysis, correlation and clustering will be explored through hands-on investigation using data from recent experiments and surveys

ASTR UN3996 Current Research in Astrophysics. 1 point.
Prerequisites: two semesters of astronomy classes and two semesters of physics classes.
The goal of this course is to introduce astronomy and astrophysics majors to the methods and topics of current astronomical research. The course will also help with the development of critical thinking skills. Each week, the topic of the course will be centered on the subject of the Astronomy department colloquium; this may include research on planets, stars, galaxies or cosmology. There will be two required meetings per week: the first will be to discuss papers related to the colloquium (time TBD), and the second will be the colloquium itself (at 4:15 pm each Wednesday). Grading is Pass/Fail.

Physics Courses

PHYS C1001 Physics for Poets. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: No previous background in physics is expected; high school algebra is required.
Introduction to physics with emphasis on quantum phenomena, relativity, and models of the atom and its nucleus. Offered in Spring 2011 only.

PHYS C1002 Physics for Poets. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: No previous background in physics is expected; high school algebra is required.
Introduction to physics with emphasis on quantum phenomena, relativity, and models of the atom and its nucleus.

PHYS V1201 General Physics I. 3 points.
Prerequisites: This course will use elementary concepts from calculus. Students should therefore have had some high school calculus, or be concurrently enrolled in MATH V1101.
Corequisites: Taken with accompanying lab PHYS V1291-V1292, the sequence PHYS V1201-C1202 satisfies requirements for medical school.
Mechanics, fluids, thermodynamics.

PHYS V1202 General Physics II. 3 points.
Prerequisites: This course will use elementary concepts from calculus. Students should therefore have had some high school calculus, or be concurrently enrolled in MATH V1101.
Corequisites: Taken with accompanying lab PHYS V1291-2, the sequence PHYS V1201-2 satisfies requirements for medical school. Electricity, magnetism, optics, and modern physics.

PHYS C1291 General Physics I Laboratory. 1 point.
Corequisites: Laboratory to accompany PHYS V1201-2, PHYS V1301-2, or PHYS V1001-2.

PHYS C1292 General Physics II Laboratory. 1 point.
Corequisites: Laboratory to accompany V1201-2, V1301-2, or V1001-2.

PHYS C1401 Introduction to Mechanics and Thermodynamics. 3 points.
Corequisites: MATH V1101 or MATH V1105, or the equivalent.
Fundamental laws of mechanics, kinematics and dynamics, work and energy, rotational dynamics, oscillations, gravitation, fluids, temperature and heat, gas laws, the first and second laws of thermodynamics.

PHYS C1402 Introduction to Electricity, Magnetism, and Optics. 3 points.
BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA), Lab Required
Prerequisites: PHYS C1401, or the equivalent.
Corequisites: MATH V1102 or V1106, or the equivalent.
Electric fields, direct currents, magnetic fields, alternating currents, electromagnetic waves, polarization, geometrical optics, interference, and diffraction.

PHYS V1900 Seminar in Contemporary Physics and Astronomy. 1 point.
Prerequisites: (or corequisite) Any 1000-level course in the Physics or Astronomy departments. This course may be repeated for credit only with the instructor's permission.
Lectures on current areas of research with discussions of motivation, techniques, and results, as well as difficulties and unsolved problems. Each student submits a written report on one field of active research.

PHYS BC2001 Physics I: Mechanics. 4.5 points.
BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA), Lab Required
Corequisites: Calculus I or the equivalent.
Fundamental laws of mechanics. Kinematics, Newton's laws, work and energy, conservation laws, collisions, rotational motion, oscillations, gravitation.

PHYS BC2002 Physics II: Electricity and Magnetism. 4.5 points.
BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA), Lab Required
Prerequisites: Physics BC2001 or the equivalent.
Corequisites: Calculus II.

**PHYS C2801 General Physics. 4 points.**

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA), Recitation Section Required

Prerequisites: Advanced placement in mathematics or some knowledge of differential and integral calculus and permission of the departmental representative. (A special placement meeting is held during Orientation Week.) Mechanics, heat, electricity, magnetism, and light.

**PHYS C2802 General Physics. 4 points.**

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA), Recitation Section Required

Prerequisites: Advanced placement in mathematics or some knowledge of differential and integral calculus and permission of the departmental representative. (A special placement meeting is held during Orientation week.) Mechanics, heat, electricity, magnetism, and light.

**PHYS BC3001 Physics III: Classical Waves & Optics. 5 points.**

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA), Lab Required

Prerequisites: Physics BC2002 or the equivalent.

Corequisites: Calculus III.

Nonlinear pendula, transverse vibrations-elastic strings, longitudinal sound waves, seismic waves, electromagnetic oscillations & light,彩虹s, haloes, the Green Flash; polarization phenomena - Haidinger’s Brush, Brewster’s angle, double refraction, optical activity; gravity & capillary waves; interference, diffraction, lenses & mirrors.

**Fall 2017: PHYS BC3001**

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<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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**PHYS UN3003 Mechanics. 3 points.**

Prerequisites: general physics, and differential and integral calculus. Newtonian mechanics, oscillations and resonance, conservative forces and potential energy, central forces, non-inertial frames of reference, rigid body motion, an introduction to Lagrange’s formulation of mechanics, coupled oscillators, and normal modes.

**Spring 2018: PHYS UN3003**

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<th>Course Number</th>
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**PHYS BC3006 Quantum Physics. 3 points.**

Prerequisites: BC3001 or C2601 or the equivalent.

Wave-particle duality and the Uncertainty Principle. The Schrodinger equation. Basic principles of the quantum theory. Energy levels in one-dimensional potential wells. The harmonic oscillator, photons, and phonons. Reflection and transmission by one-dimensional potential barriers. Applications to atomic, molecular, and nuclear physics.

**Spring 2018: PHYS BC3006**

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<th>Course Number</th>
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**PHYS UN3007 Electricity and Magnetism. 3 points.**

Prerequisites: general physics, and differential and integral calculus. Electrostatics and magnetostatics, Laplace’s equation and boundary-value problems, multipole expansions, dielectric and magnetic materials, Faraday’s law, AC circuits, Maxwell’s equations, Lorentz covariance, and special relativity.

**Fall 2017: PHYS UN3007**

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<th>Section/Call Number</th>
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**PHYS UN3008 Electromagnetic Waves and Optics. 3 points.**

Prerequisites: PHYS UN3008

Maxwell’s equations and electromagnetic potentials, the wave equation, propagation of plane waves, reflection and refraction, geometrical optics, transmission lines, wave guides, resonant cavities, radiation, interference of waves, and diffraction.

**Spring 2018: PHYS UN3008**

<table>
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<th>Course Number</th>
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**PHYS BC3082 Advanced Physics Laboratory. 1.5 point.**

Barnard College physics laboratory has available a variety of experiments meant to complement 3000-level lecture courses. Each experiment requires substantial preparation, as well as written and oral presentations. Elementary particle experiments: detectors, cosmic ray triggers, muon lifetime.

**PHYS UN3083 Electronics Laboratory. 3 points.**

Enrollment limited to the capacity of the laboratory.

Prerequisites: PHYS UN3003 or PHYS UN3007 May be taken before or concurrently with this course.

A sequence of experiments in solid-state electronics, with introductory lectures.

**Spring 2018: PHYS UN3083**

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<th>Course Number</th>
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**PHYS BC3086 Quantum Physics Laboratory. 3 points.**

Experiments illustrating phenomenological aspects of the early quantum theory: (i) Hydrogenic Spectra: Balmer Series & Bohr-Sommerfeld Model; (ii) Photoelectric Effect: Millikan's Determination of h/e; (iii) Franck-Hertz Experiment; and (iv) Electron Diffraction Phenomena. Substantial preparation required, including written and oral presentations, as well as an interest in developing the knack and intuition of an experimental physicist. This course is best taken concurrently with PHYS BC3006 Quantum Physics.

PHYS GU4022 Quantum Mechanics II. 3 points.
Prerequisites: PHYS UN4021. Formulation of quantum mechanics in terms of state vectors and linear operators, three-dimensional spherically symmetric potentials, the theory of angular momentum and spin, time-independent and time-dependent perturbation theory, scattering theory, and identical particles. Selected phenomena from atomic physics, nuclear physics, and elementary particle physics are described and then interpreted using quantum mechanical models.

PHYS G4023 Thermal and Statistical Physics. 3 points.
Pre or co-requisite: G4021. Thermodynamics, kinetic theory, and methods of statistical mechanics; energy and entropy; Boltzmann, Fermi, and Bose distributions; ideal and real gases; blackbody radiation; chemical equilibrium; phase transitions; ferromagnetism

Cross-Listed Courses

Physic

PHYS W3002 From Quarks To The Cosmos: Applications of Modern Physics. 3.5 points.
Not offered during 2017-18 academic year.

Prerequisites: W2601 or W2802
This course reinforces basic ideas of modern physics through applications to nuclear physics, high energy physics, astrophysics and cosmology. The ongoing Columbia research programs in these fields are used as practical examples. The course is preparatory for advanced work in physics and related fields.

Political Science

205 Lefrak
212-854-8422
Department Administrator: Madeleine Lloyd-Davies

The Department of Political Science

Political Science explores questions about power: what it is, where it comes from, who exercises it, how it is used and legitimized. Concretely, political scientists study the processes, policies and institutions of different political systems as well as critical issues such as health care policy, civil rights, the origins of wars, the nature of democracy, the causes of authoritarianism, the meaning of justice, and the genesis of terrorism.

Mission

In accordance with the mission of Barnard College, the political science department aims to create a community of teachers and students committed to intellectual discovery, rigorous analysis, and independent thought. The department's courses emphasize reflection, discussion, deliberation and intensive interactions between faculty members and students. The Barnard political science department strives to help students think clearly and methodically about the questions and issues that make up political science, equip them with the intellectual and presentational skills necessary to understand and address practical political issues as well as prepare them for a wide range of careers in federal, state and local governments; law; business; international organizations; nonprofit associations and organizations; campaign
management and polling; journalism; pre-collegiate education; electoral politics; research and university and college teaching. The department recognizes four subfields of the discipline:

**Political Theory:** the study of the conceptual foundations of political systems and behavior.

- Student learning outcome: after completing one or more courses in Political Theory students should have a familiarity with some of the key concepts, theories and debates that have defined thinking about politics over time.

**American Government and Politics:** the study of all aspects of the American political system, including its development, institutions, procedures, and actors.

- Student learning outcome: after completing one or more courses in American Government and Politics students should understand the basic structure of the American political system and how some of its institutions, procedures, and actors function.

**Comparative Politics:** the study of the political systems of other countries and regions, including the use of comparisons across cases in order to gain a broader and deeper understanding of events, institutions, and processes.

- Student learning outcome: after completing one or more courses in Comparative Politics students should have a familiarity with the political systems of other countries and regions, and be able to use comparisons across cases in order to gain a broader and deeper understanding of political events, institutions, and processes.

**International Relations:** the study of relations between countries and the dynamics and development of the international system.

- Student learning outcome: after completing one or more courses in International Relations students should understand the key approaches to the study of the relations between countries and a familiarity with the basic dynamics and development of the international system.

**Student Learning Outcomes**

Upon completion of the Barnard Political Science major, students should be able to:

- Analyze, speak and write about the subject matter and major theories of at least three of the four subfields of political science;
- Apply social scientific reasoning and theories to the analysis of a wide range of political issues and problems;
- Generate and test hypotheses about political processes, relationships and institutions or engage in conceptual analysis and interpretation of political ideas, arguments, and phenomena;
- Complete independent research projects in political science, particularly via the capstone senior project.

**Five-Year Bachelors/Master of Arts Programs**

Students interested in public careers should consider the five-year joint-degree programs at Columbia University’s School of International & Public Affairs (SIPA).

- The SIPA programs include the Graduate Program in Public Policy & Administration (MPA) and the Master of International Affairs Program (MIA). For information, please contact the Department Representative (http://polisci.barnard.edu/faculty-directory).

**Chair:** Xiaobo Lü (Professor)

**Professors:** Alexander A. Cooley, Sheri E. Berman, Kimberly J. Marten, Kimberly S. Johnson, Richard M. Pious (Adjunct), Paula A. Franzese (Visiting)

**Associate Professors:** Sérèvine Auteresse, Ayten Gündoğdu (Department Representative)

**Assistant Professors:** Lisel Hintz (Term), Katherine Krimmel, Michael G. Miller, Eduardo Moncada, Michelle Smith, Claire Ullman (Adjunct)

Other Officers of the University Offering Courses in Political Science:

Columbia Political Science Faculty (http://www.columbia.edu/cu/polisci/fac/facbyfield/faclistbyfield)

**Requirements for the Major—students who were first-years in Fall 2015 or earlier**

A total of nine courses are necessary to complete the Political Science major:

- Three introductory lecture courses at the 1000-level or 3000-level (http://polisci.barnard.edu/introductory-courses/#3000) from different subfields,
- Three elective courses,
- Three colloquia

Please use the Major Audit (http://polisci.barnard.edu/sites/default/files/audit.2013_update.pdf) to plan your program and track your courses for the major.

The department recognizes four subfields of the discipline:

- American Government and Politics: the study of all aspects of the American political system, including its development, institutions, procedures, and actors.
- Comparative Politics: the study of the political systems of other countries and regions, including the use of comparisons across cases in order to gain a broader and deeper understanding of events, institutions, and processes.
- International Relations: the study of relations between countries and the dynamics and development of the international system.
- Political Theory: the study of the conceptual foundations of political systems and behavior.

The three colloquia must be taken with faculty at Barnard College. Many of the lecture courses may be taken with faculty at Columbia College, if these courses are cross-listed. Various study-abroad options and summer courses also may meet your specialized interests, but these require:

1. prior consultation with your major adviser, as well as
2. prior approval by the Departmental Representative (http://polisci.barnard.edu/faculty-directory) and
3. subsequent approval by the Department Chair once you apply to transfer the credit to Barnard (use the Course Approval Request Form for steps 2 and 3).
Students interested in the Sciences Po–Barnard five-year joint-degree program are encouraged to meet with the Dean for Study-Abroad, also regarding the political science aspects of this BA/MA program. The requirements are at the end of this page.

Please use the Major Audit (http://polisci.barnard.edu/sites/default/files/audit.2013_update.pdf) to plan your program and track your courses for the major.

**Introductory-level Lecture Course Requirement (three lecture courses)**
The political science department requires all students to take at least one introductory 1000- or 3000-level lecture course (http://polisci.barnard.edu/introductory-courses) in three of the four subfields of political science (listed above). These courses are designed to provide an introduction to the main subject matter and major theories of each subfield.

These courses also serve to familiarize students with the analytic approaches that political scientists use. After taking lecture courses in the relevant subfields, students are eligible to take the two required colloquium courses.

**Advanced Placement Credit**
A student granted Advanced Placement (AP) credit by the College in either American Politics or Comparative Politics with an exam score of 5 will have fulfilled the prerequisite for courses that require the prior completion of POLS UN1201 Introduction To American Government and Politics or POLS UN1501 Introduction to Comparative Politics, respectively. If the student wants to take the introductory American Politics or Comparative Politics course, she may do so, but she will forfeit her corresponding AP credit.

AP credit does not count toward the number of courses required for the major or minor, i.e. the student still needs to complete the nine courses for the major or the five for the minor.

**Electives Requirement (three additional courses)**
All political science courses emphasize social scientific reasoning and theory application. In addition, political science majors chose three electives (http://polisci.barnard.edu/electives) (normally at the 3000- or 4000-level). These courses are designed to deepen and expand students’ knowledge base and encourage them to apply social scientific reasoning and theories to the analysis of a broad range of political issues and problems.

**What fulfills the Three-Course Electives requirement**
1. All courses offered at Barnard or Columbia in political science listed in the Barnard Course Catalogue, including introductory lecture courses and colloquia, satisfy elective course requirements. Courses listed in Columbia catalogues which are not listed in the Barnard catalogue require approval by Barnard Department Representative (http://polisci.barnard.edu/faculty-directory/#dept-rep), before counting toward the major or concentration (use the Course Approval Request Form (http://polisci.barnard.edu/sites/default/files/inline/pols_approval-request.pdf)). Approval after the fact will not be granted.

2. The Independent Study Option (http://polisci.barnard.edu/independent-study) POLS BC3799 Independent Study. Students who wish to do an independent study project (ISP) should first speak to a political science faculty member willing to sponsor it. Credit is given for an academic research paper written in conjunction with an internship, but no academic credit is given for an internship or job experience per sé. The student must then apply to the Committee on Programs and Academic Standing (CPAS), which must approve all Independent Study requests. Once the request is granted, the Registrar creates a section and assigns a call number, and the student is notified of the call number so she can enter the course on her program. (Each instructor has a separate section and call number. Each instructor is limited to sponsoring one independent study per semester.) Students will consult with the sponsoring instructor as to workload and points of credit for the independent study course. Independent study counts as a course for the purpose of the nine-course requirement, provided the project is approved for 3 or 4 points. A project taken for 1 or 2 points does not count as a course toward the major, the minor, or the concentration requirement.

3. With pre-approval, first from the individual Major Advisor and then from the Department Representative, a student may substitute a course in another department for one of the three elective courses. This course cannot be an introductory course and it must have significant political science content (use the Course Approval Request Form (http://polisci.barnard.edu/sites/default/files/inline/pols_approval-request.pdf)). Approval after the fact will not be granted.

4. Six of the nine courses for the major must be taken from courses listed in the political science section of the Barnard Course Catalogue. Within the three-course limit of courses taken elsewhere, the following caps traditionally apply: three transfer courses; two Reid Hall courses; two study-abroad courses; one summer session course. On rare occasions the Department Representative may grant an exception (use the Course Approval Request Form (http://polisci.barnard.edu/sites/default/files/inline/pols_approval-request.pdf)).

**What does not fulfill the Three-Course Electives requirements**
The Independent Study Option POLS BC3799 Independent Study does not satisfy the course requirement if the project is for 1 or 2 points.

College-granted AP credit for American Politics or Comparative Politics does not count as major course credit. (See Advanced Placement Credit, above.)

Courses taken at other colleges, in summer sessions, or abroad, which are not equivalent in rigor and workload to Barnard courses, as determined by the Department Representative, in consultation with other faculty of the department, will not count toward the major or minor requirements.

**Colloquium Requirement (three one-semester courses)**
Although all political science courses teach students to generate and test hypotheses about political processes, relationships and institutions and/or engage in conceptual analysis and interpretation of political ideas, arguments and phenomena, students are encouraged to do this at a higher level in their three required colloquia (http://polisci.barnard.edu/colloquia). These colloquia feature intensive, small group discussions and a major research paper, and provide students with an opportunity to work more independently than they probably have in previous courses.

The colloquium format involves weekly discussion of readings, and development of research skills through completion of a 25- to 30-page research paper, constituting the major piece of written work for the course. Admission is limited to sixteen students who are assigned by the department, not by individual instructors. Students must have
completed one lecture course in the relevant subfield before enrolling in the colloquium (or must receive special permission from the instructor for that requirement to be waived). It is recommended but not required that the three required colloquia be taken with different Barnard instructors and selected from the asterisked colloquium offerings listed in the Barnard course catalogue. Columbia seminars do not fulfill this requirement.

**If you plan on spending part or all of junior year abroad**

Plan to take a colloquium during the second semester of your sophomore year. This means applying for the colloquium during the first semester of your sophomore year. Indicate on your colloquium application that you plan to be abroad one or both semesters during junior year.

If you plan to be away for the entire junior year, you must plan on taking a colloquium in your sophomore year. Please be sure to e-mail both your academic major advisor and the department administrator by the middle of March of your year abroad, in order to apply for a colloquium if you need to take one in the fall of your senior year.

**Senior Projects and the Third Colloquium**

Students must designate one of the three colloquia to fulfill the Senior Project. Students must indicate their intention to take a colloquium for the Senior Project colloquium on their application and work completed in this colloquium will be considered for Senior Project Distinction. The designated Senior Project colloquium cannot be changed after the Add/Drop deadline of the semester in which the colloquium is being offered.

All students will display a summary poster of their designated Senior Research Paper written for the third colloquium at the Political Science Majors Senior Event at the end of the Spring semester. Early graduates will be required to submit their poster to the Department prior to graduating. Posters can be displayed in absentia for those students who graduate early.

**Requirements for the Combined Major**

A student doing a combined major in Human Rights (p. 279) and Political Science must complete the full nine-course requirements for the Political Science major in addition to Human Rights courses. Both departments must agree on the potential departmental honors nomination.

A student doing a combined major in Jewish Studies (p. 296) and Political Science must complete the full nine-course requirements for the Political Science major in addition to Jewish Studies courses. Both departments must agree on the senior requirement grade and the potential departmental honors nomination.

A student doing a combined major in Women’s Studies (p. 433) and Political Science must complete the full nine-course requirements for the Political Science major in addition to Women’s Studies courses. She must consult both thesis advisors (=sponsors) on a regular basis throughout the colloquium and the completed thesis must integrate the two fields of inquiry. Both departments must agree on the senior requirement grade and the potential departmental honors nomination.

Any other combined major (for example, Art History-Political Science), or a special major, requires a petition to the Committee on Programs and Academic Standing (CPAS) and the approval of the Chairs of the sponsoring departments. (For Political Science, obtain the approval of the Department Representative (http://polisci.barnard.edu/faculty-directory/#dept-rep).) Obtain forms and instructions from the Class Dean in the Dean of Studies Office. The student will be required to take a minimum of seven political science courses of at least three points each, including two lecture courses and three colloquia, to be selected in consultation with the Departmental Representative. The student is expected to take a third colloquium. She must consult both essay advisors (=sponsors) on a regular basis throughout the colloquium, assuring integration of the two fields of inquiry. Both departments must agree on the senior requirement grade and the potential departmental honors nomination.

**Requirements for the Double Major with One Integrating Senior Essay**

The student is required to complete the coursework for each major with no overlapping courses, but will undertake only one integrating senior requirement project with two thesis advisors (=sponsors), one from each of the two departments. The student must consult both advisors on a regular basis throughout the colloquium and the completed thesis must integrate the two fields of inquiry. Both departments must agree on the senior requirement grade and the potential departmental honors nomination.

**REQUIREMENTS FOR THE SCIENCES PO – BARNARD BA/MA EXCHANGE PROGRAM**

In order to complete the Sciences Po – Barnard five-year Bachelor/Master of Arts requirements, the Barnard political science major should:

- Complete all her major requirements at Barnard, including two of three required colloquia;
- Fulfill her senior thesis requirement by choosing one of the following two options:

**Option 1:** Complete a third colloquium while at Barnard.

**Option 2:** When at Sciences Po, the student takes a personal one-semester tutorial with a Sciences Po professor assigned according to the student’s interest. The tutorial must focus on advice on bibliographical search, research strategy, methodological issues, and writing on a given topic, in order to help the student write a research paper equivalent to a Barnard senior project in political science. The research paper should meet the following criteria:

- It should be a coherent piece of analytical writing;
- It should embody the answer to some question about the operation of certain aspects of political or governmental institutions or processes, broadly conceived;
- It should be based on original research conducted by the student;
- It should be theoretically informed. It should be a social science paper, and not a policy one;
- The student should use, at least, secondary sources.
Please use the Major Audit (http://polisci.barnard.edu/sites/default/files/audit.2013_update.pdf) to track your Barnard courses for the major.

Requirements for the Minor

A total of five courses are necessary to complete a minor. Four of these courses must be taken from courses listed in the Political Science section of the Barnard Course Catalogue. Only one political science course taken in a summer session, study-abroad program, Reid Hall Program, or another undergraduate college may be used to satisfy the five-course requirement for the minor, with the approval of the Department Representative.

Faculty and Staff members designated to answer questions:

Xiaobo Lu, Professor & Department Representative, 207 Lefrak (x4-4440 or 4-7912), xlu@barnard.edu

Madeleine Lloyd-Davies, Department Administrator, 205 Lefrak (x4-8422), mlloydda@barnard.edu

Introductory Courses

Three introductory-level lecture courses, each from a different subfield, are required of all Barnard majors and concentrators. These courses are designed to provide an introduction to the main subject matter and major theories of each subfield. Any lecture course at the 1000-level that is listed in this section fulfills this requirement. In addition, selected lecture courses at the 3000-level may be substituted for a 1000-level course in the same subfield. A list of appropriate Barnard and Columbia 3000-level political science lecture courses is (http://polisci.barnard.edu/introductory-courses/#3000)on-line.

The subfields of all Barnard courses are listed. These are:

- Political Theory: the study of the conceptual foundations of political systems and behavior.
- American Government and Politics: the study of all aspects of the American political system, including its development, institutions, procedures, and actors.
- Comparative Politics: the study of the political systems of other countries and regions, including the use of comparisons across cases in order to gain a broader and deeper understanding of events, institutions, and processes.
- International Relations: the study of relations between countries and the dynamics and development of the international system.

Advanced Placement Credit

A student granted Advanced Placement (AP) credit by the College in either American Politics or Comparative Politics with an exam score of 5 will have fulfilled the prerequisite for courses that require the prior completion of POLS BC 1201 or V 1501, respectively. If the student wants to take the introductory American Politics or Comparative Politics course, she may do so, but she will forfeit her corresponding AP credit. AP credit does not count toward the number of courses required for the major or minor, i.e. the student still needs to complete the nine courses for the major or the five for the minor.

Introductory Courses

POL UN1101 Political Theory I. 4 points.

What is the relationship between law and justice? Are capacities of political judgment shared by the many or reserved for the few? What does human equality consist of and what are its implications? Can individual freedom be reconciled with the demands of political community? What are the origins and effects of persistent gender inequalities? These are some of the crucial questions that we will address in this introductory course in political theory. The course is divided into five thematic sections, each addressing an enduring political problem or issue and centered on a key text in the history of political thought: 1. Laws, Obligations, and the Question of Disobedience; Sophocles, Antigone; 2. Democratic Citizenship and the Capacities of Political Judgment; Plato, Republic; 3. Origins and Effects of (In)equality; John Locke, Second Treatise of Civil Government; 4. Paradoxes of Freedom; Jean Jacques Rousseau, On the Social Contract; 5. The Woman Question; John Stuart Mill, The Subjection of Women.

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<td>Nadia Urbinati</td>
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POL UN1201 Introduction To American Government and Politics. 4 points.

Lecture and discussion. Dynamics of political institutions and processes, chiefly of the national government. Emphasis on the actual exercise of political power by interest groups, elites, political parties, and public opinion.

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<tr>
<td>POLS 1201</td>
<td>001/16294</td>
<td>M W 8:40am - 9:55am 301 Pupin Laboratories</td>
<td>Justin Phillips</td>
<td>4</td>
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POL UN1501 Introduction to Comparative Politics. 4 points.

This course provides a broad overview of the comparative politics subfield by focusing on important substantive questions about the world today. The course is organized around four questions. First, why can only some people depend upon the state to enforce order? Second, how can we account for the differences between autocracies and democracies? Third, what different institutional forms does democratic government take? Finally, are some institutions more likely than others to produce desirable social outcomes such as accountability, redistribution, and political stability?

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<td>POLS 1501</td>
<td>001/27000</td>
<td>T Th 6:10pm - 7:25pm 417 International Affairs Bldg</td>
<td>John Huber</td>
<td>4</td>
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POL UN1601 Introduction to International Politics. 4 points.

Discussion Section Required

Lecture and discussion. The basic setting and dynamics of global politics, with emphasis on contemporary problems and processes.

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<td>Robert Jervis</td>
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Lecture Courses

POLS BC3025 American Political Parties. 3 points.
Political parties have evoked widespread scorn in the U.S. since the founding era; and, yet, they arose almost immediately and have endured for over two centuries. In this course, we will examine why parties formed despite the Founders’ disdain for them. (In 1789, Thomas Jefferson wrote, “If I could not go to heaven but with a party, I would not go at all.”) In 1800, he won the presidency as a candidate of a major party.) We will dig into scholarly debates about what exactly parties are, what purpose they serve, and how and why they have changed over time as organizations, in the electorate, and in government.

Throughout the course, we will pay particularly close attention to the roots of contemporary party polarization, and the implications of this phenomenon for representation and governance. In 1950, the American Political Science Association released a report criticizing the two major parties for excessive similarity; today, party polarization evokes widespread concern. Is there an ideal level of party difference? How much is too much? We will address these difficult questions, among others, in this broad survey of American political parties.

POLS BC3200 American Political Development, 1789-1980. 3 points.
Prerequisites: V 1201 or equivalent intro course in American Politics. American Political Development (APD) is an emerging subfield within American Politics that focuses on the ways that political culture, ideology, governing structures (executives, legislatures, judiciaries, and subnational governments) and structures of political linkage (political parties and organized interests) shape the development of political conflict and public policy. Rejecting the fragmentation of the field of American Politics into narrow specialties, it links government, politics, policy, culture, and economics in a broad-gauged search for understanding. (Cross-listed by the American Studies Program.)

POLS BC3254 First Amendment Values. 3 points.
Prerequisites: POLS W1201 or an equivalent. Not an introductory course. Not open to students who have taken the colloquium POLS BC3302. Enrollment limited to 25 students; L-course sign-up.
Examines the first amendment rights of speech, press, religion and assembly. In-depth analysis of landmark Supreme Court rulings provides the basis for exploring theoretical antecedents as well as contemporary applications of such doctrines as freedom of association, libel, symbolic speech, obscenity, hate speech, political speech, commercial speech, freedom of the press and religion. (Cross-listed by the American Studies Program.)

POLS BC3300 Drawing Conclusions – Political Cartoons, Comix and the Uncensored Artistic Mind. 3 points.
This course examines the past, present and future of political cartooning, satire and protest art. The work presented will be chosen for its unique ability to demonstrate the inflammatory effect of humor, uncensored commentary and critical thinking on a society so often perplexed by artistic free expression and radicalized creative candor.

POLS BC3025 American Political Parties. 3 points.
Political parties have evoked widespread scorn in the U.S. since the founding era; and, yet, they arose almost immediately and have endured for over two centuries. In this course, we will examine why parties formed despite the Founders’ disdain for them. (In 1789, Thomas Jefferson wrote, “If I could not go to heaven but with a party, I would not go at all.”) In 1800, he won the presidency as a candidate of a major party.) We will dig into scholarly debates about what exactly parties are, what purpose they serve, and how and why they have changed over time as organizations, in the electorate, and in government.

Topics will include the presidential nomination process from the founding through the much-discussed 2016 primary election season, the life cycle of third parties, and the relationship between political parties and interest groups. Students will learn what is and is not unique about the current historical moment, and how history might shape our expectations of parties moving forward.

Throughout the course, we will pay particularly close attention to the roots of contemporary party polarization, and the implications of this phenomenon for representation and governance. In 1950, the American Political Science Association released a report criticizing the two major parties for excessive similarity; today, party polarization evokes widespread concern. Is there an ideal level of party difference? How much is too much? We will address these difficult questions, among others, in this broad survey of American political parties.

Spring 2018: POLS BC3254
Course Number: 3254
Section/Call Number: 001/01940
Times/Location: T 4:10pm - 6:00pm
Instructor: Paula Franzese
Points: 3
Enrollment: 52/56

POLS BC3402 The Comparative Politics of Gender Inequality. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Prerequisites: Not an introductory-level course. Not open to students who have taken the colloquium POLS BC 3507. Enrollment limited to 20 students; L-course sign-up through eBear (http://ebear.barnard.edu). Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).
Uses major analytical perspectives in comparative politics to understand the persistence of gender inequality in advanced industrial states. Topics include: political representation and participation; political economy and capitalism; the historical development of welfare states; electoral systems, electoral quotas; the role of supranational and international organizations; and social policy.

Fall 2017: POLS BC3402
Course Number: 3402
Section/Call Number: 001/04616
Times/Location: W 2.10pm - 4:00pm
Instructor: Claire Ullman
Points: 3
Enrollment: 16/20

POLS BC3403 Psychology and Decision-Making in Foreign Policy. 3 points.
Not offered during 2017-18 academic year.
Why do leaders make the decisions they do? International Relations scholars are increasingly recognizing the importance of psychological approaches to understanding world affairs, particularly the crafting and implementation of foreign policy. We examine humans' cognitive biases and other dynamics that produce often surprising, suboptimal outcomes in international politics.

POLS BC3521 Civil Rights and Civil Liberties. 3 points.
Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Not an introductory-level course. Not open to students who have taken the colloquium POLS BC3326. Enrollment limited to 25 students; L-course sign-up through eBear (http://ebear.barnard.edu). Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Explores seminal caselaw to inform contemporary civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, takings law, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty. (Cross-listed by the American Studies and Human Rights Programs.)

POLS BC3601 International Law and the United Nations in Practice. 4 points.
Prerequisites: POLS UN1601 or HRTS UN3001 An equivalent course to POLS UN1601 or HRTS UN3001 may be used as a pre-requisite, with departmental permission.

Examines the development of international law and the United Nations, their evolution in the Twentieth Century, and their role in world affairs today. Concepts and principles are illustrated through their application to contemporary human rights and humanitarian challenges, and with respect to other threats to international peace and security. The course consists primarily of presentation and discussion, drawing heavily on the practical application of theory to actual experiences and situations. For the Barnard Political Science major, this seminar counts as elective credit only. (Cross-listed by the Human Rights Program.)

POLS BC3615 Globalization and International Politics. 3 points. Not offered during 2017-18 academic year.

Explores how globalization affects the structures and functions of the international economy, state sovereignty, international security, and international civil society. Emphasis on problems of international governance, legitimacy and accountability, and the evolving organizational processes that characterize contemporary international politics.

POLS GU4875 Russia and the West. 4 points.

Enrollment limited to 40. Not offered during 2017-18 academic year.

Exploration of Russia’s ambiguous relationship with the Western world. Cultural, philosophical, and historical explanations will be examined alongside theories of domestic political economy and international relations, to gain an understanding of current events. Select cases from the Tsarist, Soviet, and recent periods will be compared and contrasted, to see if patterns emerge. This course counts as an introductory-level course in international relations.

POLS UN3103 Great Political Thinkers in the Black Intellectual Tradition. 3 points.
Prerequisites: None.

In this course, we examine how the black intellectual tradition’s best political thinkers grappled with a concrete and particular instance of a universal problematic of domination and submission, inclusion and exclusion, power and powerlessness, and the question of how subaltern groups can find liberation from their subalternity. Though many of the thinkers under consideration are significant as political actors, we understand their writings to provide a complex and contested theoretical backdrop for political action. We explore how black thinkers 1) criticize American democracy corrupted by slavery 2) articulate the ideological functions of ‘race,’ 3) redefine race consciousness in terms of linked fate.

POLS UN3213 American Urban Politics. 3 points.
This course examines the pattern of political development in urban America, as the country’s population has grown in urbanized locations. It explores the process by which cities and suburbs are governed, how immigrants and migrants are incorporated, and how people of different races and ethnicities interact in urbanized settings as well as the institutional relations of cities and suburbs with other jurisdictions of government. The course focuses both on the historical as well the theoretical understandings of politics in urban areas.
This course analyzes the causes of violence in civil wars. It examines the debates around emergency aid, peacekeeping and peacebuilding. In addition, it focuses on recent conflict situations in Africa – especially Congo, Sudan, and Rwanda – as a background against which to understand the distinct dynamics of violence, peace, and international interventions in civil conflicts. (Cross-listed by the Center for the Study of Ethnicity and Race.)

POLS V3222 Political Science Research Methods. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), Lab Required

Prerequisites: At least sophomore standing recommended. No prior experience with statistics is assumed.

The course introduces students to the systematic study of political phenomena. Students will learn how to develop research questions and executable research designs. Then, taking an applied approach, students learn basic statistical and case study techniques for evaluating evidence and making empirical claims. No prior experience with statistics is assumed.

POLS V3240 Race, Law, and American Politics. 3 points.
Prerequisites: POLS V 1201 or equivalent

This class focuses on the broader implications of race as it relates to constitutional law, resistance movements and political economy. This class examines the dynamic relationship between race, law and American politics as a lens by which to interrogate core concepts in legal, social and political decision-making. Enrollment limited to 40 students.

POLS V3313 American Urban Politics. 3 points.
Not offered during 2017-18 academic year.

Patterns of government and politics in America’s large cities and suburbs: the urban socioeconomic environment; the influence of party leaders, local officials, social and economic notables, and racial, ethnic, and other interest groups; mass media, the general public, and the state and federal governments; and the impact of urban governments on ghetto and other urban conditions. As of academic year 2016-2017, this course is now POLS 3213.

POLS V3615 Globalization and International Politics. 3 points.
Not offered during 2017-18 academic year.

Explores how globalization affects the structures and functions of the international economy, state sovereignty, international security, and international civil society. Emphasis on problems of international governance, legitimacy and accountability, and the evolving organizational processes that characterize contemporary international politics.

POLS V3620 Introduction to Contemporary Chinese Politics. 3 points.
Not offered during 2017-18 academic year.

Introduction to some basic aspects and major events in Chinese political life under the communists since 1949, focusing on the post-Mao reform period since 1978. Examination of economic and political development in China in a broader context of global transition from authoritarianism and state socialism.
POLS W4205 Politics, Crime and Punishment. 0 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 Intro to American Politics or the equivalent.
This course investigates the politics of crime and the criminal justice system. We investigate the origins of the politics of law and order from the mid-twentieth century to today, against a broader backdrop of partisan competition, urban de-industrialization, and socio-cultural tensions. Particular attention is paid to the role of politicians and political institutions such as the Congress, the Judiciary and federal, state and local bureaucracies such as local police in conceptualizing the need for a “war on crime,” and developing the political and institutional mechanisms for carrying out this war. The course reviews the current political, institutional and societal developments arising from the war on crime and current debates amongst politicians and policymakers. Issues such as sentencing disparities; racial differences in death penalty cases; New York City’s “stop and frisk” policy; and, felon disenfranchisement, are among some of the topics that will be covered in this course. Students will analyze a mix of social science research, legal cases, and policy analyses, as a means of understanding the political development of the American criminal justice. Readings and in-class discussions will be supplemented by guest speakers drawn from organizations involved in the crime/criminal justice system.

POLS W4316 The American Presidency. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 or any course that qualifies for the introductory-level (http://polisci.barnard.edu/introductory-courses) American Politics course. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap). \^n \^L" sign-up through eBear (http://ebear.barnard.edu).

Growth of presidential power, creation and use of the institutionalized presidency, presidential-congressional and presidential-bureaucratic relationships, and the presidency and the national security apparatus. (Cross-listed by the American Studies Program.)

POLS W4321 The Constitutional Law of Presidential-Congressional Relations. 3 points.
Not offered during 2017-18 academic year.

Examines the constitutional issues involved in presidential-congressional relations, including assertions of presidential emergency powers, control of the administrative agencies, congressional investigations and the independent counsel, and the constitutional law of presidential diplomatic and war powers.

POLS W4435 Political Corruption and Governance. 3 points.
Prerequisites: POLS V1501 or its equivalent (http://polisci.barnard.edu/introductory-courses). Additional courses in comparative politics are recommended. Open to undergraduate students with at least sophomore standing and graduate students.
Survey of the social science discourse on political corruption in the contemporary world and its relationship to political and economic development. Exploration of questions concerning political corruption, its causes, consequences, patterns, and effective mechanisms to reduce, contain, and eliminate corruption. Barnard syllabus (http://www.barnard.edu/polisci/courses/lectures.html#4435).

POLS W4820 International Relations of a Post-Western World. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS 1601 or an equivalent introductory course in international politics; an introductory course in Economics or international finance is recommended for background, but not required. Examines emerging challenges to the Western-built order of international politics, including emerging powers and the Bretton Woods economic institutions, the resilience of the US-led security system, and the contestation of Western values issues such as human rights and democracy promotion. Focus on Eurasia, Middle East, Africa and Southeast Asia.

Colloquia

POLS BC3055 * Colloquium on Political Violence and Terrorism. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS V1501 or POLS V1601 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ir).

What causes political violence and terrorism? How should we define “terrorism”—is it true, as the old saw goes, that one man’s terrorist is another man’s freedom fighter? What is the role of religious belief, as opposed to more immediate political goals, in fomenting terrorist action? Are al Qaeda and those linked to it different from terrorists we’ve seen in various places around the world in the past, or does all terrorism and political violence stem from the same variety of goals and purposes? Can governments take effective action to prevent or counter terrorism, or are we all doomed to live in insecurity? What is the proper balance between protection against terrorism and protection of civil liberties? This course examines these questions through weekly assigned readings, analysis and discussion.

Spring 2018: POLS BC3055

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<td>POLS 3055</td>
<td>001/05523</td>
<td>T 2:10pm - 4:00pm</td>
<td>Kimberly 4</td>
<td>12/16</td>
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<td>102 Sulzberger Annex</td>
<td>Marten</td>
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POLS BC3101 * Colloquium on Black Political Thought. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS W1013 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#pt).

Advanced political theory colloquium treats black political thought as concerned with the universal problem of domination. Examines how black thinkers relate democracy, slavery and race; redefine race consciousness as linked fate; articulate new social theories to suggest new “meanings” for race; redefine the political to address social and aesthetic concerns.

POLS BC3102 * Colloquium on Race and Modern Political Thought. 4 points.

Admission by application through the Barnard department only. Enrollment limited to 16 students.

Prerequisites: POLS 1013 or the equivalent.
Race and Modern Political Thought is a Political Theory colloquium that explores how the concept of race became available to modern thought as a legitimate conceptualization of human being and
difference and to political thought as an idea useful to structuring political communities. Is race best understood in ideological terms, i.e., as a viewpoint shared by philosophers and lay-persons alike about difference that usefully reflects the needs and aspirations of slaveholders and colonialists? Or is race instead an artifact of modern forms of reasoning? Or should we ignore questions of origin and simply take seriously the notion that the only practical—ethically correct or politically progressive—approach to theorizing race is to attend critically to the organization of racial power? What kind of idea is race?

Fall 2017: POLS BC3102

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<td>POLS 3102</td>
<td>001/06291</td>
<td>W 4:10pm - 6:00pm 302 Milbank Hall</td>
<td>Michelle Smith</td>
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POLS BC3118 * Colloquium on Problems in International Security. 4 points.

Prerequisites: POLS V1501 or POLS V1601 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ir).

Examination of causes and consequences of major current problems in international security. Topics include state power dynamics and the rise of China, nuclear deterrence and proliferation, military intervention and R2P, ethnic nationalism and sectarianism, state failure and warlordism, transnational terrorism.

Fall 2017: POLS BC3118

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<td>Th 2:10pm - 4:00pm 227 Milbank Hall</td>
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POLS BC3300 * Colloquium on Political Participation and Democracy. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: POLS BC1001 or the equivalent (http://www.barnard.edu/catalog/depts/plsb.php?tab=require). Admission by application (http://www.barnard.edu/polisci/program/col-sched.html) through the Barnard department only. Enrollment limited to 16 students.

Examination of the role of citizen participation in the development of American democracy. Topics include movements of women, workers, racial minorities and students; community organizing; voting, parties, and electoral laws; and contemporary anti-corporate movements. Syllabus (http://www.barnard.edu/polisci/courses/coll-sem.html#3300).

POLS BC3304 * Colloquium on Politics and Policy-Making in American Federalism. 4 points.

Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Examines increasingly complex relationships existing amongst all levels of American government and theoretical and practical challenges these relationships present for policy-makers and citizens. Themes include which levels of government ought to be doing what, the role of exit and voice, and what it means to produce coherent public policy.

POLS BC3306 *Colloquium on Politics of Judicial Interpretation. 4 points.

Prerequisites: POLS 1201 Intro to American politics or an equivalent American Politics course. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

Focusing on the development of constitutional doctrine across time, we will consider the growth of Supreme Court authority over constitutional questions (and challenges to that authority), the Court’s relation to the other federal branches, and the relationship between constitutional change and social movements.

POLS BC3307 *Colloquium on Racial Violence. 4 points.

Prerequisites: POLS 1201 Intro to American Politics or an equivalent American Politics course. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

This colloquium examines two particular episodes of racial violence, each of which situates the political differently: lynchings and prisons. The goal is to not only explore how to bring the state back in but also examine the differences, similarities and points of intersections across disciplines.

POLS BC3327 * Colloquium on Content of American Politics. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: POLS BC1001 or the equivalent (http://www.barnard.edu/catalog/depts/plsb.php?tab=require). Admission by application (http://www.barnard.edu/polisci/program/col-sched.html) through the Barnard department only. Enrollment limited to 16 students.

Readings, discussions, and research on contemporary issues in American politics. Specific topics vary each semester, but have included the politics of race, the consequences of federalism, and the politics of the 1960s and its impact on contemporary politics. Syllabus (http://www.barnard.edu/polisci/courses/coll-sem.html#3327).

POLS BC3328 * Colloquium on Politics of Urban Development. 4 points.

Prerequisites: POLS W1201 (Introduction to American Government and Politics), POLS V 3313 (American Urban Politics), or permission from the instructor. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

Explores the development policies that American cities are pursuing and the political, economic, and social contexts in which they pursue them. Emphasis will be placed on developing both a theoretical and practical understanding of the challenges cities face as they seek economic prosperity.

POLS BC3329 * Colloquium on Harlem in Theory. 4 points.

Prerequisites: Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

Harlem in Theory is an advanced political theory colloquium. Its focus is both thematic and methodological. Joining a two-thousand year tradition of doing philosophy in and for the city, we theorize Harlem as urbs and civitas (place and socio-political association) and bring Harlem to bear on philosophy. We explore the political theorist’s craft by engaging different theoretical approaches and methodologies used by political, social and critical theorists. Our readings include political
philosophy, critical frameworks for interpretation and historical, social scientific and literary works about Harlem - supplemented by film, music and of course periodic trips to various Harlem venues. General Education Requirement: Social Analysis (SOC).

POLS BC3330 Women in American Politics. 4 points.

Admission by application through the Barnard department only. Enrollment limited to 16 students.

Prerequisites: V 1201 or equivalent

A well-functioning democracy should certainly reflect the intent of its citizens, but it is worthwhile to consider whether this goal is achievable when the legislative assembly does not take on the characteristics of the population. In Congress, membership is comprised of fewer than 20% of women. Women constitute a somewhat greater proportion of the various state assemblies, but still not at levels that approach their share of the population. In this class, we will discuss the electoral experiences of women who run for office. We will also consider whether the women who are elected to public office behave differently, and what, if any, implications such a difference might have for public policy. We will also study how gender intersects with race and socioeconomics in American political life. This course will introduce students to the concepts, major themes, and debates in the study of gender in American politics. Students who complete the class will learn how to: 1. Identify the key concepts, trends, and debates in the empirical study of women in American politics. 2. Draw linkages between theoretical political science and practical politics in describing how gender affects political outcomes. 3. Critically engage media coverage of women in politics. 4. Assess the theoretical and/or empirical quality of academic arguments about women in politics. 5. Use empirical evidence to present an effective argument, both written and verbal. 6. Produce a high-quality, original research paper that contributes to our understanding of gender in American political life.

POLS BC3331 * Colloquium on American Political Decisionmaking. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Readings on decisionmaking, policy analysis, and the political setting of the administrative process. Students will simulate an ad hoc Cabinet Committee assigned to prepare a presidential program to deal with aspects of the foreign aid program involving hunger and malnutrition. (Cross-listed by the American Studies Program and by the Athena Center for Leadership Studies.)

POLS BC3332 * Colloquium on Exploring Political Leadership in the U.S.. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ap).

Exploration of the effect of political leadership on political outcomes in the United States, with special attention to how individual characteristics, like personality, political style, ideology, gender, race and class, interact with the political environment in shaping political outcomes. (Cross-listed by the American Studies Program and by the Athena Center for Leadership Studies.)

POLS BC3334 * Colloquium on American Elections and Campaigns. 4 points.

Prerequisites: POLS V 1201 or equivalent American Politics course. POLS V 3222 or equivalent Research Methods course is recommended. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

The purpose of this course is to examine how political science can inform the real-world campaign environment, improving our understanding of strategy and outcomes in American elections.

POLS BC3337 * Colloquium on Election Reform. 4 points.

Prerequisites: POLS 1201 or an equivalent intro-level course in American Politics.

The purpose of this course is to examine problems in American democracy, and to critically evaluate proposals for reform. We will examine the manner in which political science has engaged "real-world" problems in election systems and administration, campaign finance, and fraud.

POLS BC3410 * Colloquium on Human Rights in a Diverse World. 4 points.

Prerequisites: POLS V1013 or W3001 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#pt).

Exploration of the nature of human rights and questions of their validity and relevance, protection and redefinition, in this world of cultural diversity and diversity of national interests. (Cross-listed by the Human Rights Program.)

POLS BC3411 * Colloquium on Building Peace. 4 points.

Prerequisites: POLS 1601 (Intro to International Politics) or equivalent. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

How can we build peace in the aftermath of extensive violence? How can international actors help in this process? This colloquium focuses on international peacemaking, peacekeeping, and peacebuilding efforts in recent conflicts. It covers general concepts, theories, and debates, as
well as specific cases of peacebuilding successes and failures. Crosslisted with Human Rights.

POLS BC3417 *Colloquium on Sovereignty and its Challenges. 4 points.
Prerequisites: POLS 1601 or equivalent Introduction to International Relations course. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. States are often assumed to maintain control over their sovereign affairs, yet in our contemporary era a variety of external actors regularly violate state sovereignty, pressure governments or challenge their domestic policy autonomy. This course explores how the traditional political, economic and security functions of states are being undermined and reconfigured.

Fall 2017: POLS BC3417
Course Number Section/Call Times/Location Instructor Points Enrollment
POLS 3417 001/01122 T-Th 2:10pm - 4:00pm 0. FACULTY 4 9
202 Milbank Hall

POLS BC3425 * Colloquium on the Politics of Development in East Asia. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: POLS V1501, V1601 or the equivalent (http://www.barnard.edu/catalog/depts/plsb.php?tab=require). Admission by application (http://www.barnard.edu/polisci/program/col-sched.html) through the Barnard department only. Enrollment limited to 16 students. Designed to inform students about the politics of development in one of the world's most rapidly growing regions—East Asia (Japan, China, Korea, and Taiwan), focusing on the role of the state in economic development. Syllabus (http://www.barnard.edu/polisci/courses/collsem.html#3425).

Fall 2017: POLS BC3425
Course Number Section/Call Times/Location Instructor Points Enrollment
POLS 3425 001/01122 T-Th 2:10pm - 4:00pm Xiaobo Lu 4 9
202 Milbank Hall

POLS BC3445 Colloquium on Gender and Public Policy. 4 points.
In this course, we will examine how notions of sex and gender have shaped public policies, and how public policies have affected the social, economic, and political citizenship of men and women in the United States over time.

POLS BC3500 *Colloquium on Political Economy of Corruption and Its Control. 4 points.
Prerequisites: POLS V1501 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp). Comparative political economy course which addresses some listed with Human Rights.

Fall 2017: POLS BC3500
Course Number Section/Call Times/Location Instructor Points Enrollment
POLS 3500 001/03576 Th 4:10pm - 6:00pm Xiabo Lu 4 10
102 Sulzberger Annex

POLS BC3501 Urban Violence In Comparative Perspective. 4 points.
Admission by application through the Barnard department only. Enrollment limited to 16 students.

POLS BC3504 * Colloquium on Social Movements across Time and Space. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: POLS V1501 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp). Examines the origins, trajectories, and effects of social movements, from 18th century Britain to 19th century Iran to late 20th century Argentina, China, and the United States. Focuses on social movements' relation to political parties, the state, and transnational forces and asks whether social movements promote or undermine democratization.

POLS BC3505 * Colloquium on Making Democracy Work. 4 points.
Prerequisites: POLS V1501 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).
Examination of democratic consolidation and promotion. What makes democracy work and what, if anything, can outside actors do to help this process along? Topics include the theoretical literature on democratic consolidation, historical cases of intervention, debates about America’s role in promoting democracy, and examination of some of the research on democracy promotion. (Cross-listed by the European Studies and Human Rights Programs.)

Spring 2018: POLS BC3505

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<td>POLS 3505</td>
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<td>M 2:10pm - 4:00pm</td>
<td>Sheri Berman</td>
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POLS BC3507 *Colloquium on Gender, Politics, and Markets. 4 points.
Prerequisites: POLS V1501 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#cp).

Considers why men more than women control political and economic resources in advanced industrial states of the world. Examines how labor markets, welfare states, and political institutions have a different impact on women than men. Evaluates attempts at increasing gender equality in political representation, labor market participation, and household work. *Please note, students who have already taken BC 3402 The Compative Politics of Gender Inequality may not register for this colloquium.* (Cross-listed by the Womens Studies Program.)

POLS BC3540 *Colloquium on Constructing States, Nations, and Democracy. 4 points.
Prerequisites: POLS V1501 or the equivalent. Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students.

The course will examine the development of, and relationship among, the three constituent features of the modern political world: states, nations and democracy. The course will analyze both historical and contemporary cases, tracing how causal processes unfold over time and space and what past conditions and experiences lie behind today’s political dynamics and problems.

Fall 2017: POLS BC3540

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POLS BC3543 Non-State Governance in Settings of Crime and War. 4 points.
Prerequisites: (POLS UN1501)
The conventional wisdom is that crime and civil war are linked to disorder. But these are far from disorderly and unregulated spaces. Unpacking these settings reveals complex forms of non-state governance constructed by a range of actors, including rebel and guerillas, gangs, vigilantes, and protection rackets – sometimes facilitated by the state.

POLS BC3555 Political Behavior. 4 points.
Not offered during 2017-18 academic year.

Scholars of political behavior seek to explain why people – citizens and elites alike – navigate their political worlds in the ways that they do. This course serves as an introduction to this scholarship, both in terms of thinking about how this scholarship is conducted, as well as the sorts of questions that this scholarship seeks to answer. We begin with an introduction to reading academic articles, to provide you with the foundation of understanding the readings later on in the course. Next, we discuss common research design in this scholarship. Third, we examine topics in political behavior, applying our knowledge of academic articles and research design to this discussion. We conclude with a final paper project.

Spring 2018: POLS BC3555

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<td>POLS 3555</td>
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<td>Audrey Neville</td>
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POLS BC3611 Colloquium on Unconventional Approaches to International Relations. 4 points.
Prerequisites: (POLS UN 1601)
This class will examine modern issues in international relations (e.g., drones, global financial crises, cyber warfare, international terrorism) by drawing from unconventional theories of international relations (including feminist, critical, postcolonial, and geopolitical approaches). To begin, we will briefly review “old,” or conventional, approaches to international relations that you likely learned about in your Intro to IR class—realism, liberalism, constructivism, etc. We will also consider how these approaches do and/or do not help us make sense of the contemporary, global political landscape. From there, we will move on to explore contemporary challenges and problems in IR. As we analyze these new issues, we will review unconventional approaches to international relations and use new, or unconventional, IR lenses to shed light on these problems.

Spring 2018: POLS BC3611

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<td>POLS 3611</td>
<td>001/05144</td>
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<td>Katelyn Jones</td>
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POLS BC3621 Race and Ethnic Politics. 4 points.
Not offered during 2017-18 academic year.

This seminar is about race and ethnic politics in the United States, with a focus on Blacks, Latinos, Asian Americans, and Anglos. This course serves as an introduction to this scholarship, both in terms of thinking about how this scholarship is conducted, as well as the sorts of questions this scholarship seeks to answer. Throughout, we grapple with (a) the definitions and concepts used in race and ethnic politics, (b) the strengths and weaknesses of various research designs, and (c) various topics in race and ethnic politics. We conclude with a final paper project.

Spring 2018: POLS BC3621

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<td>POLS 3621</td>
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<td>Audrey Neville</td>
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POLS BC3810 *Colloquium on Aid, Politics & Violence in Africa. 4 points.
Prerequisites: POLS V1601 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ir).

Explores the concepts, theoretical traditions and debates around development and humanitarian aid, focusing on the relationships between aid, politics, and violence. It looks at the political and military
impacts of aid, the linkage between humanitarian aid and conflict resolution, and aid’s contribution to perpetuating subtle forms of domination. (Cross-listed by the Africana Studies and the Human Rights Programs.)

POLS BC3812 * Colloquium on State Failure, Warlords, and Pirates. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS V1501 or POLS V1601 or the equivalent (http://polisci.barnard.edu/introductory-courses). Admission by application (http://polisci.barnard.edu/colloquia) through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus (http://polisci.barnard.edu/syllabi/#ir).

What are sovereign states, why do they fail, does their failure matter, and can the international community help? This course examines these questions using social science theories and historical case studies. It focuses on the political economy and security consequences of two current forms of state failure: warlordism and piracy.

POLS BC3800 * Colloquium on International Political Economy. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS V1601 or the equivalent (http://www.barnard.edu/catalog/depts/plsb.php?tab=require). Admission by application (http://www.barnard.edu/polisci/program/col-sched.html) through the Barnard department only. Not open to students who have taken POLS V3633. Enrollment limited to 16 students.

Survey of the major theories and issues that inform the study of international political economy. Topics include: hegemony and stability, international cooperation, economy and security, international trade, money and finance, North-South relations, regional integration, and globalization. Syllabus (http://www.barnard.edu/polisci/courses/coll-sem.html#3800).

POLS BC3801 Politics of Economic Development In The World. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

Admission by application through the Barnard department only. Enrollment limited to 16 students.

Prerequisites: V 1501 or equivalent
Description: The semester-long course aims to study political and social factors behind economic development and exam empirical cases of the success and failure in economic growth in order to understand the key features of the development processes. In the last two centuries, some countries successfully achieved economic growth and development, while other failed to do so. Even in the post-WWII period, the world has witnessed the rise and decline of economies around the world. Why do nations succeed or fail in economic development? How do political institutions affect economic outcomes? What are the ways in which state and market interact and influence each other? Can democracy be considered a cause of development, an outgrowth of development, or neither and to which extent? How do external factors such as foreign aid encourage or discourage development? We will try to examine these questions by taking a historical-institutional and comparative approach and take a critical look at the role of political and other institutions by applying theoretical guidelines and empirical cases. We will explore competing explanations for the successes and failures of economic development in the world. Objective: 1. Understand some important concepts and theories within the fields of comparative politics and political economy.

To explore the interconnections between politics, economy, and society in the context of development policy and practice. 2. Develop basic analytic skills to explore various factors that shape political, economic, and social development and underdevelopment in the world. 3. Understand some country-specific political economy processes and how these processes prove or disprove certain theories and policies.

Spring 2018: POLS BC3801
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
POLS 3801 | 001/04651 | W 4:10pm - 6:00pm | Xiaobo Lu | 4 | 13/16
404 Barnard Hall

Cross-Listed Courses
POLS UN1201 Introduction To American Government and Politics. 4 points.

Lecture and discussion. Dynamics of political institutions and processes, chiefly of the national government. Emphasis on the actual exercise of political power by interest groups, elites, political parties, and public opinion.

Fall 2017: POLS UN1201
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
POLS 1201 | 001/16294 | M W 8:40am - 9:55am | Justin Phillips | 4 | 359/400
417 International Affairs Bldg

POLS UN1501 Introduction to Comparative Politics. 4 points.
This course provides a broad overview of the comparative politics subfield by focusing on important substantive questions about the world today. The course is organized around four questions. First, why can only some people depend upon the state to enforce order? Second, how can we account for the differences between autocracies and democracies? Third, what different institutional forms does democratic government take? Finally, are some institutions more likely than others to produce desirable social outcomes such as accountability, redistribution, and political stability?

Spring 2018: POLS UN1501
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
POLS 1501 | 001/27000 | T Th 6:10pm - 7:25pm | John Huber | 4 | 131/180
417 International Affairs Bldg

POLS UN1601 Introduction to International Politics. 4 points.
Discussion Section Required

Lecture and discussion. The basic setting and dynamics of global politics, with emphasis on contemporary problems and processes.

Spring 2018: POLS UN1601
Course Number | Section/Call Number | Times/Location | Instructor | Points | Enrollment
POLS 1601 | 001/15008 | M W 4:10pm - 5:25pm | Robert Jervis | 4 | 246/350
417 International Affairs Bldg

POLS 1601 | 002/05524 | T Th 8:40am - 9:55am | Katelyn Jones | 4 | 97/100
304 Barnard Hall

POLS UN3100 Justice. 3 points.
An inquiry into the nature and implications of justice, including examinations of selected cases and issues such as Roe v. Wade, the O.J. Simpson case, the Pinochet case, affirmative action, recent
tobacco litigation, and the international distribution of income and wealth.

POLS W3120 Democratic Theory. 3 points.
Not offered during 2017-18 academic year.

Focuses on the theory and practice of democracy, from the examination of its classic and modern foundations to the analysis of its transformations in advanced industrial societies facing class, gender, race, and regional differences.

POLS W3125 Citizenship and Exclusion. 3 points.
Not offered during 2017-18 academic year.

Citizenship has always been a battleground in struggles for inclusion and exclusion. This course aims to familiarize students with contemporary theories of citizenship from the lens of boundaries. What kind of `good` is citizenship, and why is it denied to some? How do politically, socially or culturally marginalized groups use the discourse of citizenship to claim equal participation and recognition? How is access to citizenship status and rights regulated in contemporary democracies?

POLS W3165 Secularism and its Critics. 0 points.
Not offered during 2017-18 academic year.

In recent years, the role of religion in the social and political life has increasingly become a subject of debate and controversy. As an important dimension of this debate, the idea of secularism and the main assumptions behind the secularization thesis have been questioned. Sharining the fate of many other dualities of modernity, the distinction between the secular and the sacred has also been challenged. The aim of this course is to study the main arguments behind secularism and secularization thesis and those behind its contemporary critics. In the first part of the course, we will explore the meaning of the secular and the main arguments behind secularism and the secularization thesis. The aim is to understand the role of the distinction between the secular and the sacred in the emergence of the idea of modern self, modern society and modern state. These debates would set the background for the analysis of contemporary debates on and critics of secularism, which will be the subject of the second part of the course. Readings include Kant, Marx, Weber, Blumenberg, Gauchet, Chadwick, Casanova, Keddie, Asad, Connolly, Taylor and Habermas.

POLS UN3170 Nationalism, Republicanism and Cosmopolitanism. 3 points.

Do we have obligations to our co-nationals that we do not owe to others? Might our loyalties or obligations to our fellow citizens be based on a commitment to shared political principles and common public life rather than national identity? Do we have basic duties that are owed equally to human beings everywhere, regardless of national or political affiliation? Do our commitments to co-nationals or compatriots conflict with those duties we might owe to others, and if so, to what extent? Is cosmopolitanism based on rationality and patriotism based on passion? This course will explore these questions from the perspectives of nationalism, republicanism and cosmopolitanism. We will consider historical works from Herder, Rousseau, Kant, Fichte, Mill, Mazzini and Renan; and more contemporary contributions from Berlin, Miller, Canovan, MacIntyre, Virol, Sandel, Pettit, Habermas, Nussbaum, Appiah, and Pogge, among others.

POLS UN3190 Republicanism: Past and Present, or Plato to Pettit. 3 points.

The course is divided into two main parts. The first half examines features of classical republicanism and its developments from Greece and Rome up to the late eighteenth century. We will analyze the relationship between ethics and politics, the significance of the mixed constitution, the problem of political instability, the role of character in political action, and the relationship between virtuous citizens, good arms and good laws. The second half will be more issue-based, as we will examine the resurgence of republicanism in the late twentieth and early twenty-first centuries, in part as a critique of liberal democracy. We will explore the efforts to define "republican" freedom, the relationship between equality and freedom (and the challenges posed by the market and inequality in resources), the relationship between republicanism and democracy, and the role and nature of civic virtue. The class will end with consideration of recent efforts on the part of some political theorists to redefine patriotism or loyalty to one's particular state in the modern world and to think about what republicanism might require on a global scale.

Fall 2017: POLS UN3190
Course Number 3190
Section/Call Number 001/29931
Times/Location M W 11:40am - 12:55pm 602 Northwest Corner
Instructor Jessica Kimpell
Points 3
Enrollment 30/30

POLS W3208 State Politics. 3 points.
Not offered during 2017-18 academic year.

This course is intended to provide students with a detailed understanding of politics in the American states. The topics covered are divided into four broad sections. The first explores the role of the states in America's federal system of government. Attention is given to the basic features of intergovernmental relations as well as the historic evolution of American federalism. The second part of the course focuses on state-level political institutions. The organization and processes associated with the legislative, executive, and judicial branches are discussed in depth. The third part examines state elections, political parties, and interest groups. Finally, the fourth section looks closely at various policy areas: budgeting, welfare, education, gay marriage, and environmental policy are each considered.

POLS UN3210 Judicial Politics. 3 points.

Law and courts as political institutions. Considers the role of the judiciary within the American system of government, power relations within the judicial hierarchy, politics of decision making on the Supreme Court, the politics of Supreme Court nominations, the role of interest groups and public opinion in shaping judicial doctrine, the social impact and legitimacy of courts, and the political history of the legal system.

POLS UN3220 Logic of Collective Choice. 3 points.

Much of politics is about combining individual preferences or actions into collective choices. We will make use of two theoretical approaches. Our primary approach will be social choice theory, which studies how we aggregate what individuals want into what the collective "wants." The second approach, game theory, covers how we aggregate what individuals want into what the group gets, given that social, economic, and political outcomes usually depend on the interaction of individual choices. The aggregation of preferences or choices is usually governed by some set of institutional rules, formal or informal. Our main themes include the rationality of individual and group preferences, the underpinnings and implications of using
majority rule, tradeoffs between aggregation methods, the fairness of group choice, the effects of institutional constraints on choice (e.g., agenda control), and the implications for democratic choice. Most of the course material is highly abstract, but these abstract issues turn up in many real-world problems, from bargaining between the branches of government to campus elections to judicial decisions on multi-member courts to the allocation of relief funds among victims of natural disasters to the scoring of Olympic events. The collective choice problem is one faced by society as a whole and by the smallest group alike.

POLS W3230 Politics of American Policy Making. 3 points.
Not offered during 2017-18 academic year.

This is a course on US federal level domestic policymaking. It is a study of the theoretical foundations of public policy research, of alternative models of public policy formation, their methodologies, and the relationship between the theory and practice of the policy sciences. We look at the institutional framework, procedures and interests that shape American public policy and examine American political institutional behavior (Congress, the bureaucracy, federalism...) and their role in producing public policy. The course considers policymaking, implementation, and policy analysis in the US political framework and focuses on substantive policy areas in a case study format. Attention will be paid to the budget process and specific policy areas including economic policy, employment policy, healthcare policy, antipoverty policy and environmental policy.

POLS W3245 Race and Ethnicity In American Politics. 3 points.
Not offered during 2017-18 academic year.

The course focuses on the historical and contemporary roles of various racial and ethnic groups; and the initiation, demands, leadership and organizational styles, orientation, benefits, and impact on the structures and outputs of governance in the United States.

POLS W3280 20th Century American Politics. 3 points.
Not offered during 2017-18 academic year.

In what sense was the New Deal/Fair Deal era led by Presidents Franklin Roosevelt and Harry Truman a ‘watershed’ and a ‘defining time’? What policy choices were made, and which were not? What has been their enduring impact? Probing these issues at the crossroads of political science and history, the class aims both to explore key themes in American politics and to examine how approaches scholars use in each of the major subfields of political science—Comparative Politics, International Relations, Political Theory, and American Politics—can clarify important historical subjects.

POLS UN3285 Freedom of Speech and Press. 3 points.
Examines the constitutional right of freedom of speech and press in the United States. Examines, in depth, various areas of law, including extremist or seditious speech, obscenity, libel, fighting words, the public forum doctrine, and public access to the mass media. Follows the law school course model, with readings focused on actual judicial decisions.

Fall 2017: POLS UN3285
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3285 001/60905 M W 4:10pm - 5:25pm Lee Bollinger 3 153/189

POLS UN3290 Voting and American Politics. 3 points.

Elections and public opinion; history of U.S. electoral politics; the problem of voter participation; partisanship and voting; accounting for voting decisions; explaining and forecasting election outcomes; elections and divided government; money and elections; electoral politics and representative democracy.

Fall 2017: POLS UN3290
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3290 001/64475 T Th 10:10am - 11:25am 207 Mathematics Building Robert Erikson 3 114/130

Spring 2018: POLS UN3290
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3290 001/65529 Th 10:10am - 11:25am 304 Hamilton Hall Audrey Neville 3 22

POLS W3232 The American Congress. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 or the equivalent, or the instructor’s permission. Inquiry into the dynamics, organization, and policy-making processes of the American Congress. Particular emphasis on the relationship of legislators to constituents, lobbyists, bureaucrats, the president, and with one another. As of academic year 2016-2017, this course is now POLS 3222.

POLS W3503 Political Economy of African Development. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: there are no prerequisites, but introductory or intermediate macroeconomics is recommended. This course is concerned with a few key questions: Why has Africa remained poor, volatile, and violent? Will Africa see future growth in incomes, stability, and freedom? What role has the West played in past failures, and what role (if any) should it play in the future? The course will cover the history, politics and economics of development in Africa, and dabbles in geography, sociology and anthropology as well. We start in prehistory and work our way up to the present day, with a focus on the 20th and 21st centuries. We interrogate the effects of Western intervention in Africa, from slavery and colonialism to modern-day foreign policy, aid, trade, peacekeeping, and democratization. We cover material ranging from qualitative case studies to formal theories of growth to statistical analyses to post-modern critiques. No prior exposure to any of these fields is required—the material is designed to
be accessible to all, and technical material is presented in a relatively non-technical fashion.

POLS W3506 Comparative Party Politics. 3 points. Not offered during 2017-18 academic year.

In this course, we will study political parties and party systems in an attempt to understand why they exist and to what degree they promote or harm representative democracy. Questions to be explored include the following: Why do some countries have only a few parties in their parliament/congress while other countries have many? Why does the United States have only two major parties while countries with similar electoral systems—Great Britain, India, Canada—have more? Why do major parties generally survive over decades and even centuries while new parties often collapse rapidly? Why do professional politicians lead most political parties, and does this undermine democratic principles?

POLS W3585 Political Economy of Development. 3 points. Not offered during 2017-18 academic year.

Why are some countries rich and other countries poor? This course examines the politics of economic reform and development. More specifically, it explores debates about whether globalization, democracy, corruption, natural resources, state policies, social capital and foreign aid improve the quality of people’s lives in countries outside of the developed world. The course includes extensive discussions about how to design research to help answer these questions. In addition, it applies these theories to a range of countries in four regions of the world. By combining an emphasis on research design with applications of theoretical arguments to specific countries, the course aims to improve student’s analytic skills as well as make them familiar with the politics of economic reform in a broad range of countries. There are no easy answers to these questions and we will have to work hard to determine which arguments are most convincing. You will develop skills to evaluate theories of economic development and assess evidence with the goal of confirming or disconfirming arguments. The most important requirements for the course are a willingness to keep an open mind, ask difficult questions, and search for answers.

POLS UN3630 Politics of International Economic Relations. 3 points.

This upper-level undergraduate course examines the intersection of politics and economics at primarily the international level. The course involves the careful reading and evaluation of the dominant theoretical and methodological approaches as currently used in the IPE field, as well as examination of prominent debates within the major IPE subject areas of trade, finance, development and globalization. This class does not have an economics or a specific political science prerequisite, but assumes a general understanding of historical and contemporary political and economic events. As a 3000-level course, this class would not be an appropriate choice for students who have not already taken introductory courses in political science, including international relations and comparative politics.

Introduction to American foreign policy since 1945 with an emphasis on post-cold war topics. Will cover major schools of American thought, the policy making process, and key policies and issues.

POLS W3659 International Cooperation and Institutions. 3 points. Not offered during 2017-18 academic year.

Why do governments and leaders cooperate? What is the role of international institutions in world politics? This course is an introduction to the systematic study of international cooperation and institutions. The course emphasizes recent empirical and theoretical research across issue areas.

POLS W3673 Power and Progress in International Relations. 0 points. Not offered during 2017-18 academic year.

Prerequisites: POLS V1601 Introduction to International Politics (taken before or concurrently with this course) or the instructor’s permission. To understand the current geopolitical competition between liberal democratic states and other global forces, we will try to integrate the insights from the realist logic of struggle for domination and security-the logic of power-with the logic of political development and modernization -the logic of progress. Historical and contemporary themes will include the origins of the modern states system, the rise of nationalism and democratization, the management of the global market economy, decolonization, human rights activism, changing norms for the use of force, and multiple paths to modernity.

POLS UN3690 International Law. 4 points.

What is public international law, and what does it influence the behavior of states, corporations, and individuals in the international system? This introductory course engages these questions as well as the politics of applying and enforcing public international law in various contexts and issue areas. An understanding of basic international legal principles, institutions, and processes is developed through exploration of foundational cases, and by means of (required) participation in a multi-week group simulation of an international legal dispute.

POLS UN3704 Data Analysis and Statistics for Political Science Research. 3 points.

This course examines the basic methods data analysis and statistics that political scientists use in quantitative research that attempts to make causal inferences about how the political world works. The same methods apply to other kinds of problems about cause and effect relationships more generally. The course will provide students with extensive experience in analyzing data and in writing (and thus reading) research papers about testable theories and hypotheses. It will cover basic data analysis and statistical methods, from univariate and bivariate descriptive and inferential statistics through multivariate regression analysis. Computer applications will be emphasized. The course will focus largely on observational data used in cross-sectional statistical analysis, but it will consider issues of research design more broadly as well. It will assume that students have no mathematical background beyond high school algebra and no experience using computers for data analysis.
POLS W3708 Empirical Research Methods. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: this course is intended for political science majors, and some exposure to political science is assumed. Familiarity with statistical software is helpful but not required. Students will be working with data in class throughout the term.

This course provides an introduction to selected research methods that are widely used in political science. The aim of the course is to familiarize students with the conceptual and methodological challenges that arise when researchers attempt to measure political phenomena, assess change over time, or demonstrate a causal relationship between policies and social outcomes. In order to reinforce core ideas and link them to ongoing political debates, students will conduct a series of small research projects that will involve statistical software, sampling, questionnaire development, and experimental design.

POLS UN3720 Scope and Methods. 4 points.
This class introduces students to a variety of statistical methods used to investigate political phenomena. We will address the principles behind these methods, their application, and their limitations. The course aims to provide anyone interested in political science with a proficient understanding of the intuitions behind several of the methods most commonly used to analyze political data and identify causal paths. By the end of the course, students will have acquired important analytical and practical skills and will be able to evaluate the quality and reliability of scholarly and journalistic work done using quantitative methods. Students will also learn basic statistical software skills (R).

### Fall 2017: POLS UN3720

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 3720</td>
<td>001/14011</td>
<td>T Th 11:40am - 12:55pm</td>
<td>Chiara Superti</td>
<td>4</td>
<td>68/70</td>
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### Spring 2018: POLS UN3720

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>POLS 3720</td>
<td>001/25108</td>
<td>M W 8:40am - 9:55am</td>
<td>Daniel Corstange</td>
<td>4</td>
<td>61/70</td>
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</tbody>
</table>

POLS UN3911 Seminar in Political Theory. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor’s permission. Pre-registration is not permitted.
Seminar in Political Theory. Students who would like to register should join the electronic wait list.

### Fall 2017: POLS UN3911

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<tr>
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<td>001/61251</td>
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<td>Jon Elster</td>
<td>4</td>
<td>14/18</td>
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<tr>
<td>POLS 3911</td>
<td>002/21825</td>
<td>Th 12:10pm - 2:00pm</td>
<td>Luke MacInnis</td>
<td>4</td>
<td>10/18</td>
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</tbody>
</table>

POLS UN3912 Seminar in Political Theory. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor’s permission. Pre-registration is not permitted.
Seminar in Political Theory. Students who would like to register should join the electronic wait list.

### Spring 2018: POLS UN3912

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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</thead>
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<td>POLS 3912</td>
<td>001/16983</td>
<td>T 4:10pm - 6:00pm</td>
<td>Jon Elster</td>
<td>4</td>
<td>19/18</td>
</tr>
<tr>
<td>POLS 3912</td>
<td>002/28668</td>
<td>Th 10:10am - 12:00pm</td>
<td>Maria Kowalski</td>
<td>4</td>
<td>16/18</td>
</tr>
</tbody>
</table>

POLS UN3921 Seminar in American Politics. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: the instructor’s permission. Pre-registration is not permitted.
Seminar in American Politics. Students who would like to register should join the electronic wait list.

### Fall 2017: POLS UN3921

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<tbody>
<tr>
<td>POLS 3921</td>
<td>003/13606</td>
<td>T 6:10pm - 8:00pm</td>
<td>Martha Zebrowski</td>
<td>4</td>
<td>8/18</td>
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<tr>
<td>POLS 3921</td>
<td>004/65591</td>
<td>T 12:10pm - 2:00pm</td>
<td>Brigitte Nacos</td>
<td>4</td>
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<tr>
<td>POLS 3921</td>
<td>005/77679</td>
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<td>POLS 3921</td>
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<td>Judith Russell</td>
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<td>POLS 3921</td>
<td>013/17750</td>
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<td>Vanessa Perez</td>
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<td>19/18</td>
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<td>POLS 3921</td>
<td>014/23050</td>
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<td>Carlos Vargas-Ramos</td>
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<td>POLS 3921</td>
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<td>Gerrard Bushell</td>
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<td>POLS 3921</td>
<td>016/79785</td>
<td>T 10:10am - 12:00pm</td>
<td>Lincoln Mitchell</td>
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<td>3/18</td>
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</tbody>
</table>

POLS UN3922 Seminar in American Politics. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: POLS W1201 or the equivalent, and the instructor’s permission. Pre-registration is not permitted.
Seminar in American Politics. Students who would like to register should join the electronic wait list.

### Spring 2018: POLS UN3922

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
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<tr>
<td>POLS 3922</td>
<td>001/71800</td>
<td>T 2:10pm - 4:00pm</td>
<td>Shigeo Hirano</td>
<td>4</td>
<td>9/18</td>
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<tr>
<td>POLS 3922</td>
<td>002/12164</td>
<td>W 10:10am - 12:00pm</td>
<td>Robert Erikson</td>
<td>4</td>
<td>17/18</td>
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</table>
POLS 3922 003/23542 Th 12:10pm - 2:00pm 711 International Affairs Bldg
Fredrick Harris 4 16/20

POLS 3922 004/13659 Th 4:10pm - 6:00pm 711 International Affairs Bldg
John Sivolella 4 17/18

POLS 3922 005/17174 T 12:10pm - 2:00pm 711 International Affairs Bldg
Brigitte Nacos 4 17/18

POLS 3922 006/63521 T 6:10pm - 8:00pm 711 International Affairs Bldg
Martha Zebrowski 4 8/18

POLS 3922 007/18462 Th 4:10pm - 6:00pm 317 Hamilton Hall
Robert Amdur 4 19/20

POLS 3922 008/70909 M 12:10pm - 2:00pm 711 International Affairs Bldg
Judith Russell 4 18/18

POLS 3922 009/68646 W 6:10pm - 8:00pm 711 International Affairs Bldg
Gerrard Bushell 4 16/18

POLS 3951 002/75387 W 2:10pm - 4:00pm 501 International Affairs Bldg
Rumela Sen 4 5/18

POLS UN3952 Seminar in Comparative Politics. 4 points.
Seminar in Comparative Politics. Interested students must attend the first class meeting after which the instructor will decide whom to admit.

Spring 2018: POLS UN3952

Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3952 001/60921 F 10:10am - 12:00pm 201b Philosophy Hall Chiara Superti 4 15/18
POLS 3952 003/64695 W 4:10pm - 6:00pm 711 International Affairs Bldg Isabela Mares 4 14/18

POLS 3952 004/83050 Macartan Humphreys 4 4/18

POLS UN3961 International Politics Seminar. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: POLS UN1601 or the equivalent, and the instructor's permission.

International Politics Seminar. Students who would like to register should join the electronic wait list. Topics for Fall 2017:

Section 001: NATIONAL SECURITY POLICY; Instructor: Richard K Betts
Section 002: CONTEMPORARY DIPLOMACY; Instructor: Rebecca S Murphy
Section 003: INTERNATIONAL LAW; Instructor: Jean Krasno
Section 005: INEQUALITY WITHIN AND BTWN NATIONS; Instructor: David E Spiro
Section 006: THE COLD WAR; Instructor: Robert L Jervis
Section 007: POLITICAL VIOLENCE; Instructor: Linda M Kirschke
Section 008: NORTH KOREA AND WMD; Instructor: Joel Stephen Wit

Fall 2017: POLS UN3961

Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3961 001/18554 T 4:10pm - 6:00pm 1302 International Affairs Bldg Richard Betts 4 15/18
POLS 3961 002/26410 M 6:10pm - 8:00pm 711 International Affairs Bldg Rebecca Murphy 4 19/21
POLS 3961 003/67627 M 2:10pm - 4:00pm 711 International Affairs Bldg Jean Krasno 4 19/19
POLS 3961 005/89284 T 10:10am - 12:00pm 711 International Affairs Bldg David Spiro 4 14/18
POLS 3961 006/25267 T 2:10pm - 4:00pm 1302 International Affairs Bldg Robert Jervis 4 15/22
POLS 3961 007/23329 M 12:10pm - 2:00pm 270b International Affairs Bldg Linda Kirschke 4 6/18
POLS 3961 008/66070 F 12:10pm - 2:00pm 201b Philosophy Hall Joel Stephen Wit 4 9/18

POLS UN3962 Seminar in International Politics. 4 points.
Priority given to senior majors, followed by junior majors, then all other students.

Prerequisites: POLS V1601 or the equivalent, and the instructor's permission.

Seminar in International Relations. Students who would like to register should join the electronic wait list.

Spring 2018: POLS UN3962

Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLS 3962 001/18563 W 10:10am - 12:00pm 201b Philosophy Hall John Sivolella 4 15/18

and the rule of the law, such as social movement mobilization, political concepts associated with democratic representation, social inclusion the politics of Latin America, we will cover important political science elections a crucial tool for social and political change. While analyzing where democracy is the predominant form of government and starting with the Mexican Revolution, until the contemporary period in a process that moved from regime change to electoral rotation actors and how they were resisted or accepted by established elites in the region, it focuses on demands for political inclusion by different representation in Latin America. In analyzing political representation, this is a lecture class that seeks to introduce students to social science research, legal cases, and policy analyses, as a means of understanding the political development of the American criminal justice system. We investigate the origins of the politics of law and order system. We understand the security-based rationale of policy as well as other issues such as sentencing disparities; racial differences in death penalty cases; New York City’s “stop and frisk” policy; and, the current political, institutional and societal developments arising from the war on crime and current debates amongst politicians and policymakers. This course will compare and contrast the theories of the political, the state, freedom, democracy, sovereignty and law, in the works of Castoriadis, Foucault, Habermas, Kelsen, Lefort, Schmitt, and Weber. It challenges the need for a “war on crime;” and developing the political and institutional mechanisms for carrying out this war. The course reviews the current political, institutional and societal developments arising from the war on crime and current debates amongst politicians and policymakers. This course is now POLS 4110.

POLS W4205 Politics, Crime and Punishment. 0 points. Not offered during 2017-18 academic year.

Prerequisites: POLS W1201 Intro to American Politics or the equivalent. This course investigates the politics of crime and the criminal justice system. We investigate the origins of the politics of law and order from the mid-twentieth century to today, against a broader backdrop of partisan competition, urban de-industrialization, and socio-cultural tensions. Particular attention is paid to the role of politicians and political institutions such as the Congress, the Judiciary and federal, state and local bureaucracies such as local police in conceptualizing the need for a “war on crime,” and developing the political and institutional mechanisms for carrying out this war. The course reviews the current political, institutional and societal developments arising from the war on crime and current debates amongst politicians and policymakers. Issues such as sentencing disparities; racial differences in death penalty cases; New York City’s “stop and frisk” policy; and, felon disenfranchisement, are among some of the topics that will be covered in this course. Students will analyze a mix of social science research, legal cases, and policy analyses, as a means of understanding the political development of the American criminal justice system. Readings and in-class discussions will be supplemented by guest speakers drawn from organizations involved in the crime/ criminal justice system.

POLS GU4461 Latin American Politics. 4 points.

Not offered during 2017-18 academic year.

This course will compare and contrast the theories of the political, the state, freedom, democracy, sovereignty and law, in the works of the following key 20th and 21st century continental theorists: Arendt, Castoriadis, Foucault, Habermas, Kelsen, Lefort, Schmitt, and Weber. It will be taught in seminar format. As of academic year 2016-2017, this course is now POLS 4110.

POLS GU4471 Chinese Politics. 4 points. Not offered during 2017-18 academic year.

An introduction to the politics of the People’s Republic of China since 1978 that examines why and how a Leninist system attempts to reform and the consequences. Topics covered include one party rule, market transition, property rights, and grassroots democracy among many others.

POLS GU4491 Post-Soviet States and Markets. 4 points. Not offered during 2017-18 academic year.

Prerequisites: Recommended preparation: some familiarity with Communist or post-Communist states. Considers the collapse of Communism in the Soviet Union and the challenge of building new political and economic systems in the post-Communist space. Evaluates contending theories of markets, transitions, constitutions, federalism, and democratic institutions. Primary focus on the post-Soviet states, with some reference to Eastern Europe and China.

POLS GU4610 Recent Continental Political Thought. 4 points. Not offered during 2017-18 academic year.

This course will compare and contrast the theories of the political, the state, freedom, democracy, sovereignty and law, in the works of the following key 20th and 21st century continental theorists: Arendt, Castoriadis, Foucault, Habermas, Kelsen, Lefort, Schmitt, and Weber. It will be taught in seminar format. As of academic year 2016-2017, this course is now POLS 4110.

POLS GU4871 Chinese Foreign Policy. 4 points.

The course describes the major elements of Chinese foreign policy today, in the context of their development since 1949. We seek to understand the security-based rationale of policy as well as other factors - organizational, cultural, perceptual, and so on - that influence Chinese foreign policy. We analyze decision-making processes that affect Chinese foreign policy, China’s relations with various countries and regions, Chinese policy toward key functional issues in international affairs, how the rise of China is affecting global power relations, and how other actors are responding. The course pays attention to the application of international relations theories to the problems we study, and also takes an interest in policy issues facing decision-makers in China as well as those facing decision-makers in other countries who deal with China.
Survey of the causes of war and peace, functions of military strategy, interaction of political ends and military means. Emphasis on 20th-century conflicts; nuclear deterrence; economic, technological, and moral aspects of strategy; crisis management; and institutional norms and mechanisms for promoting stability.

### Field Work

The Field Work Seminar in Psychological Services and Counseling combines a placement in a clinical, educational, medical, and other institutional settings, with a weekly discussion of applied aspects of psychology. Drawing on a student’s experience in the field, the discussions examine theoretical approaches to clinical problems and cases.

### Teaching

Introductory and Laboratory courses provide opportunities for student teaching under the supervision of a member of the faculty. Teaching assistants are typically recruited for this role.

### Mission Statement

Through courses, advising and laboratories, the Department of Psychology educates students about the intellectual perspectives and empirical methods of the contemporary discipline of Psychology. Introductory courses provide an overview of the field and its major components, emphasizing the practices by which hypotheses are formed and new evidence is created. Middle-level courses consider significant topics in sharp focus, while upper-level seminars use classic and recent technical literature as a springboard for discussion in groups of advanced students. The Department also encourages students to participate in research and in the many different Departmental and College-wide forums for discussion and refinement of scientific work.

### Student Learning Goals

A student graduating with a major concentration in Psychology will know how to:

- Describe the historical foundations and contemporary problems in psychology;
- Portray the sub-disciplines in psychology;
- Explain the application of psychological knowledge to questions of behavior and mental processes;
- Identify and assemble current research literature about a topic within psychology;
- Critique a psychological theory and the evidence offered to secure its premises;
- Design a study to test a psychological hypothesis;
- Weigh the strengths and weaknesses of a research design and method;
- Perform basic descriptive and inferential statistical tests to summarize measures and to identify reliable results;
- Communicate theories, hypotheses, empirical methods, and research findings in written and spoken form.

### Research

There are many opportunities for a student to participate in research in laboratories and in the field. Each member of the full time faculty supervises research by students, and many nearby laboratories, health centers and research institutions welcome the participation of our students in their projects. Independent Study, the Senior Research Seminar and the Toddler Center Seminar are courses for student researchers.
College Science Requirement

A student who wishes to fulfill the College science requirement in Psychology is encouraged to take her lab courses early in her career at Barnard. Senior students do not receive priority for placement in a lab course.

Chair: Lisa Son (Associate Professor)
Professors: Peter Balsam (Samuel R. Milbank Professor), Larry B. Heuer, Robert E. Remez, Rae Silver (Helene L. and Mark N. Kaplan Professor), Steven Stroessner (Ann Whitney Olin Professor)
Associate Professors: Ann Senghas, Lisa Son (Department Chair), Barbara Wokie
Assistant Professors: Koleen McCrink, Joshua New (Department Representative), Russell Romeo
Lecturers: Ken Light, Kara Pham
Term Assistant Professor: Robert Brotherton, Chana Etengoff, Sumati Gupta, Danielle Sussan
Adjunct Professors: William Fifer, Susan Riener Sacks, Marjorie Silverman, Patricia Stokes
Adjunct Associate Professors: Bridgid Finn, Hannah Hoch, Sabrina Jhanwar, Abigail Kalmbach, Karen Kelly, Karen Seeley, Ari Shechter, Julia Sheehy
Adjunct Associate: Ariel Bernstein

Requirements for the New Major

For students entering Barnard in Fall 2016 and later, a major must complete the PSYC lecture, seminar, and laboratory courses listed below, as well as three courses outside of Psychology. Six of the required PSYC courses, worth three or more credits each, must be taken at Barnard or Columbia.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>PSYC BC1001</td>
<td>Introduction to Psychology (lecture; prerequisite for further Psychology courses)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC BC1101</td>
<td>Statistics (taken concurrently with lecture, and preferably before enrollment in a Group A/B/C Laboratory course)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC BC1110</td>
<td>Psychology of Learning (always offered in the fall)</td>
<td>1</td>
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<tr>
<td>PSYC BC1115</td>
<td>Cognitive Psychology (spring)</td>
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<td>PSYC BC1110</td>
<td>Perception (fall)</td>
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<tr>
<td>PSYC BC1119</td>
<td>Systems and Behavioral Neuroscience (spring)</td>
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<tr>
<td>PSYC BC1125</td>
<td>Psychology of Personality (fall)</td>
<td>1</td>
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<tr>
<td>PSYC BC1129</td>
<td>Developmental Psychology (fall &amp; spring)</td>
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Core Lecture Courses

Three core PSYC lecture courses, one from each of the following groups:

GROUP A:
PSYC BC1107 Psychology of Learning (always offered in the fall)
PSYC BC1115 Cognitive Psychology (spring)
GROUP B:
PSYC BC1110 Perception (fall)
PSYC BC1119 Systems and Behavioral Neuroscience (spring)
GROUP C:
PSYC BC1125 Psychology of Personality (fall)
PSYC BC1129 Developmental Psychology (fall & spring)

Psychology Laboratory Courses

Two PSYC laboratory courses accompanying your chosen lectures from Group A, B, or C (taken concurrently with the lectures)

GROUP A:
PSYC BC1106 Psychology of Learning Laboratory (fall)
PSYC BC1114 Cognitive Laboratory (spring)
GROUP B:
PSYC BC1109 Perception Laboratory (fall)
PSYC BC1118 Systems and Behavioral Neuroscience Laboratory (spring)
GROUP C:
PSYC BC1124 Psychology of Personality Laboratory (fall)
PSYC BC1128 Developmental Laboratory (fall & spring)
PSYC BC1137 Social Psychology Laboratory (spring)

OR: One laboratory course accompanying your chosen lecture from Group A, B, or C (taken concurrently with the lecture); AND

PSYC BC1015 Psychology Research Methods Laboratory

One Additional Research Course

Choose from the following:

- a PSYC lab (with lecture) from a group other than those already taken; a lab in a science outside of PSYC; BC3601-3608 Independent Study; or one semester of BC3591 Senior Research Seminar.

Senior Requirement

Choose one of the following courses:

PSYC BC3591 Senior Research Seminar
- PSYC BC3592 and Senior Research Seminar (senior thesis; a year-long commitment)
PSYC BC3601 Independent Study

Any 3000-level PSYC seminar approved by an adviser

Additional Psychology Courses

Two additional PSYC lecture or seminar courses, worth three or more credits each.

Outside Courses

One course from a cognate discipline (ANTH, COMS, ECON, LING, PHIL, SOCI, and STEM)

Two courses in the same outside science, one with a laboratory component (ASTR, BIOL, CHEM, EESC, or PHYS)

1 Approval for an introductory course taken at another school can be granted by the Department Representative when appropriate. A student who receives a score of a 4 or a 5 on the Advanced Placement (AP) examination in Psychology, or a score of a 5 or a 6 on the International Baccalaureate (IB) exam in Psychology can choose not to enroll in PSYC BC1001 Introduction to Psychology. She must, however, enroll in another PSYC course in its place. Also please note, that even with experience in a high school AP course, the Department highly recommends that all students enroll in PSYC BC1001. If a student with acceptable AP/IB scores chooses to enroll in BC1001, she will receive both major and college credit for the course, as well as three points toward graduation (for the AP/IB credit).

2 If a student would like to enroll in a Statistics course outside of the Barnard Department of Psychology to fulfill this portion of the major requirements she should obtain prior approval from the Chair or the Departmental Representative.
Students are strongly advised to enroll in only one PSYC laboratory course per semester. Also, students should check their calendar of commitments and review the lab attendance policy before signing up for a lab. Each laboratory follows the same policy about attendance:

- You must attend every Laboratory meeting, and you must be present for the duration of the meeting.
- You may not arrive late.
- You may not depart before you complete the day’s procedure.
- If you miss more than a single Laboratory session you will be dismissed from the Laboratory and you will not be permitted to remain enrolled.

PSYC BC1015 is intended for younger students who have not previously taken any psychology labs. It is not a requirement, however, if taken, it must be taken prior to one of the Group A/B/C labs.

 Majors may elect to fulfill the Senior Requirement with a Columbia Psychology Department Seminar or Supervised Individual Research with a Columbia faculty member. For all other 3000-level courses, you must notify the professor at the beginning of the semester that the course will be used as your senior requirement. PSYC BC3473 Field Work Seminar in Psychological Services and Counseling cannot be used to fulfill this requirement.

A maximum of two of the following courses may count toward the major (though more could count toward College requirements):

- PSYC BC3465 Field Work and Research Seminar: The Barnard Toddler Center (fall semester)
- PSYC BC3466 Field Work and Research Seminar: The Barnard Toddler Center (spring semester)
- PSYC BC3591 Senior Research Seminar (senior thesis, fall semester)
- PSYC BC3592 Senior Research Seminar (senior thesis, spring semester)
- PSYC BC3601 Independent Study Independent Study

The Psychology Department defaults to rules and exemptions allowed by the home department. Meaning, if Biology, for example, accepts a course substitution for one of its labs, Psychology will honor this course as fulfilling part of the Outside Science component of the Psychology Major.

Requirements for the Old Major

For students who entered Barnard prior to Fall 2016, the major typically includes 10 PSYC courses: seven lectures/seminars (worth three or more credits each), two laboratory courses (1.5 credits each), and one senior requirement (three or more credits each); as well as three courses outside of Psychology. Six of the required PSYC courses, worth three or more credits each, must be taken at Barnard or Columbia.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC BC1001</td>
<td>Introduction to Psychology (lecture; prerequisite for further Psychology courses)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC BC1101</td>
<td>Statistics and Statistics Recitation (taken concurrently with lecture, and preferably before enrollment in a Group A/B/C Laboratory course)</td>
<td>4</td>
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Core Lecture Courses

Three core PSYC lecture courses, one from each of the following groups:

**GROUP A:**
- PSYC BC1107 Psychology of Learning (fall)
- PSYC BC1115 Cognitive Psychology (spring)

**GROUP B:**
- PSYC BC1110 Perception (fall)
- PSYC BC1119 Systems and Behavioral Neuroscience (spring)

**GROUP C:**
- PSYC BC1125 Psychology of Personality (fall)
- PSYC BC1129 Developmental Psychology (fall & spring)
- PSYC BC1138 Social Psychology (spring)

Laboratory Courses

Two PSYC laboratory courses accompanying your chosen lectures from Group A, B, or C (taken concurrently with the lectures)

**GROUP A:**
- PSYC BC1106 Psychology of Learning Laboratory (fall)
- PSYC BC1114 Cognitive Laboratory (spring)

**GROUP B:**
- PSYC BC1109 Perception Laboratory (fall)
- PSYC BC1118 Systems and Behavioral Neuroscience Laboratory (spring)

**GROUP C:**
- PSYC BC1124 Psychology of Personality Laboratory (fall)
- PSYC BC1128 Developmental Laboratory (fall & spring)
- PSYC BC1137 Social Psychology Laboratory (spring)

OR... One laboratory course accompanying your chosen lecture from Group A, B, or C (taken concurrently with the lecture); AND

- PSYC BC1015 Psychology Research Methods Laboratory (As of Fall 2016, BC1015 has replaced BC1010.)

Senior Requirement

Choose one of the following courses:

**PSYC BC3591** Senior Research Seminar
- **PSYC BC3592** and Senior Research Seminar (senior thesis; a year-long commitment)

**PSYC BC3601** Independent Study

- Any 3000-level PSYC seminar approved by andvisor

Additional Psychology Courses

One, two, or three PSYC lecture or seminar courses (worth three or more credits each) to bring the total number of required courses to ten.

Outside Courses

One course from a cognate discipline (ANTH, COMS, ECON, LING, PHIL, SOCI, and STEM)

Two courses in an outside science, each with a laboratory component (chosen from ASTR, BIOL, CHEM, EESC, or PHYS)
Approval for an introductory course taken at another school can be granted by the Chair or the Departmental Representative when appropriate. A student who receives a score of a 4 or a 5 on the Advanced Placement (AP) examination in Psychology, or a score of a 5 or a 6 on the International Baccalaureate (IB) exam in Psychology can choose not to enroll in PSYC BC1001 Introduction to Psychology. She must, however, enroll in another PSYC course in its place. Also please note, that even with experience in a high school AP course, the Department highly recommends that all students enroll in PSYC BC1001. If a student with acceptable AP/IB scores chooses to enroll in BC1001, she will receive both major and college credit for the course, but will not receive three points toward graduation for the AP/IB credit.

If a student would like to enroll in a Statistics course outside of the Barnard Department of Psychology to fulfill this portion of the major requirements she should obtain prior approval from the Chair or the Departmental Representative. She will also need an extra PSYC lecture or seminar course (worth three or more credits each) to achieve the 10 total psychology courses required for the major (or the six courses required for the minor).

Enrollment in PSYC Laboratory courses is through an online Lottery held once per semester for the following semester’s courses. Students are strongly advised to take only one psychology laboratory course per semester. Also, students should check their calendar of commitments and review the lab attendance policy before signing up for a lab. Each laboratory follows the same policy about attendance:

• You must attend every Laboratory meeting, and you must be present for the duration of the meeting.
• You may not arrive late.
• You may not depart before you complete the day’s procedure.
• If you miss more than a single Laboratory session you will be dismissed from the Laboratory and you will not be permitted to remain enrolled.

PSYC BC1015 is intended for younger students who have not previously taken any psychology labs. It is not a requirement, however, if taken, it must be taken before one of the Group A/B/C labs.

 Majors may elect to fulfill the Senior Requirement with a Columbia Psychology Department Seminar or Supervised Individual Research with a Columbia faculty member. For all other 3000-level courses, you must notify the professor at the beginning of the semester that the course will be used as your senior requirement. PSYC BC3473 Field Work Seminar in Psychological Services and Counseling cannot be used to fulfill this requirement.

A maximum of two of the following courses may count toward the major (though more could count toward College requirements):

• PSYC BC3465 Field Work and Research Seminar: The Barnard Toddler Center (fall semester)
• PSYC BC3466 Field Work and Research Seminar: The Barnard Toddler Center (spring semester)
• PSYC BC3591 Senior Research Seminar (senior thesis, fall semester)
• PSYC BC3592 Senior Research Seminar (senior thesis, spring semester)
• PSYC BC3601 Independent Study - BC3608 (the course number varies depending in which semester a student enrolls in the course).

The Psychology Department defaults to rules and exemptions allowed by the home department. Meaning, if Biology, for example, accepts a course substitution for one of its labs, Psychology will honor this course as fulfilling part of the Outside Science component of the Psychology Major.

**Requirements for the Minor**

The minor consists of six courses in Psychology. Exemption and substitutions are as noted for the major.

<table>
<thead>
<tr>
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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>PSYC BC1001</td>
<td>Introduction to Psychology (lecture; prerequisite for further Psychology courses)</td>
<td>1</td>
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<tr>
<td>PSYC BC1101</td>
<td>Statistics and Statistics Recitation (taken concurrently with lecture, and preferably before enrollment in a Group A/B/C Laboratory course)</td>
<td></td>
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**Core Lecture**

Select one PSYC course from the following groups:

**GROUP A:**
- PSYC BC1107 Psychology of Learning (fall)
- PSYC BC1115 Cognitive Psychology (spring)

**GROUP B:**
- PSYC BC1110 Perception (fall)
- PSYC BC1119 Systems and Behavioral Neuroscience (spring)

**GROUP C:**
- PSYC BC1125 Psychology of Personality (fall)
- PSYC BC1129 Developmental Psychology (fall & spring)
- PSYC BC1138 Social Psychology (spring)

**Laboratory Course**

Select one of the following PSYC laboratory courses:

**GROUP A:**
- PSYC BC1015 Psychology Research Methods Laboratory
- PSYC BC1106 Psychology of Learning Laboratory (fall)
- PSYC BC1114 Cognitive Laboratory (spring)

**GROUP B:**
- PSYC BC1109 Perception Laboratory (fall)
- PSYC BC1118 Systems and Behavioral Neuroscience Laboratory (spring)

**GROUP C:**
- PSYC BC1124 Psychology of Personality Laboratory (fall)
- PSYC BC1128 Developmental Laboratory (fall & spring)
- PSYC BC1137 Social Psychology Laboratory (spring)

**Additional Psychology Courses**

Select two lectures and seminars chosen from any course offered by the Department that is three or more credits each.

If a student uses AP credit in place of PSYC BC1001 Introduction to Psychology, or takes a Statistics course outside of a department of psychology, an additional PSYC lecture or seminar (worth three or more credits) must be taken in its place, bringing the total number of required PSYC courses to six.
PSYC BC1001 Introduction to Psychology. 3 points.
Prerequisites: This course is prerequisite for all other psychology courses.
Prerequisites: This course is prerequisite for all other psychology courses. Lecture course introducing students to the chief facts, principles, and problems of human and animal behavior, through systematic study of a text, lectures, exercises, reading in special fields, and participation in several current experiments (an alternative to participation in experiments can be arranged at the start of the semester at the student’s request.)

Fall 2017: PSYC BC1001
<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
<td>PSYC 1001</td>
<td>001/07697</td>
<td>T Th 2:40pm - 3:55pm 504 Diana Center</td>
<td>Sabrina Jhanwar</td>
<td>3</td>
<td>60/70</td>
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<tr>
<td>PSYC 1001</td>
<td>002/03227</td>
<td>M W 4:10pm - 5:25pm 328 Milbank Hall</td>
<td>Patricia Stokes</td>
<td>3</td>
<td>42/50</td>
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<td>PSYC 1001</td>
<td>003/05801</td>
<td>T Th 1:10pm - 2:25pm 405 Milbank Hall</td>
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<td>PSYC 1001</td>
<td>004/09017</td>
<td>T Th 1:10pm - 2:25pm 304 Barnard Hall</td>
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Spring 2018: PSYC BC1001
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<tr>
<td>PSYC 1001</td>
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<td>003/08133</td>
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<td>Sabrina Jhanwar</td>
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PSYC BC1015 Psychology Research Methods Laboratory. 3 points.
Prerequisites: Instructor permission is required. Note: This introductory lab course is intended for students who have not previously been enrolled in a psychology lab course. It is also highly recommended for First Year and Sophomore students, and those who have no experience in any science laboratory course. Students are expected to have completed BC1001 Introduction to Psychology, or its equivalent, in a previous semester, or be enrolled concurrently.
Corequisites: PSYC BC1001
A laboratory-based introduction to experimental methods used in psychological research. Upon successful completion of this course, students will know how to review the primary literature and formulate a hypothesis, design an experiment, analyze data using statistical methods, communicate the results of a scientific study through oral presentation and written manuscript, and carry out research studies under ethical guidelines. Students will be able to apply the acquired knowledge in all disciplines of Psychology and will be prepared to engage in advance research in fields including, but not limited to, Cognition, Learning, Perception, Behavioral Neuroscience, Development, Personality, and Social Psychology. Note that as of Fall 2016, this course replaces PSYC BC1010. This course is comprised of a three hour laboratory section and a 75 minute lab lecture component.

Fall 2017: PSYC BC1015
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
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<td>001/05719</td>
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<td>Kara Pham</td>
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<td>002/03476</td>
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<td>PSYC 1015</td>
<td>005/01990</td>
<td>F 10:10am - 1:05pm 222 Milbank Hall</td>
<td>Ken Light</td>
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<td>Kara Pham</td>
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</table>

PSYC BC1099 Science and Scientists. 1 point.
Prerequisites: BC1001 or permission of the instructor.
Weekly meetings with researchers to discuss the nature of scientific inquiry in psychology; and intellectual, professional, and personal issues in the work of scientists.

Fall 2017: PSYC BC1099
<table>
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<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>Lisa Son</td>
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<tr>
<td>PSYC 1099</td>
<td>001/05470</td>
<td>W 4:10pm - 6:00pm 530 Altshul Hall</td>
<td>Lisa Son</td>
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</table>

PSYC BC1101 Statistics. 4 points.
Prerequisites: BC1001 and instructor permission. Enrollment limited to 20 students per recitation section.
Corequisites: PSYC BC1102
Lecture course introducing students to statistics and its applications to psychological research. The course covers basic theory, conceptual underpinnings, and common statistics.

Fall 2017: PSYC BC1101
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tr>
<td>PSYC 1101</td>
<td>001/00704</td>
<td>T Th 1:10pm - 2:25pm 1103 Diana Center</td>
<td>Yoona Lee</td>
<td>4</td>
<td>15/60</td>
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<tr>
<td>PSYC 1101</td>
<td>002/09254</td>
<td>M W 2:40pm - 3:55pm 1103 Diana Center</td>
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<td>002/09254</td>
<td>M W 2:40pm - 3:55pm 530 Altshul Hall</td>
<td>Doris Zahner</td>
<td>4</td>
<td>56/60</td>
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</tbody>
</table>

PSYC BC1102 Statistics Recitation. 0 points.
Corequisites: PSYC BC1101
Recitation section to accompany BC1101 Statistics devoted to discussion of weekly problem assignments.

Fall 2017: PSYC BC1102
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<td>022/09004</td>
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</table>
Prerequisites: BC1001 Introduction to Psychology and departmental permission. Laboratory course to accompany BC1110. Students conduct experiments analyzing learning and memory in rats and humans.

PSYC BC1106 Psychology of Learning Laboratory. 1.5 point.
Prerequisites: BC1001 Introduction to Psychology and instructor permission. Laboratory course to accompany BC1107. Students conduct experiments analyzing learning and memory in rats and humans.

PSYC BC1107 Psychology of Learning. 3 points.
Prerequisites: BC1001 Introduction to Psychology or permission of the instructor. Laboratory course covering the basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habituation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied.

PSYC BC1109 Perception Laboratory. 1.5 point.
Discussion Section Required
Prerequisites: BC1001 Introduction to Psychology and departmental permission via Barnard Department of Psychology Lab and Statistics Lottery (students enter lottery via eBear the previous semester). Laboratory course to accompany BC1110. Students conduct experiments of seeing, hearing, touching, tasting, and smelling, and learn to report their findings.

PSYC BC1110 Perception. 3 points.
Prerequisites: BC1001 or permission of the instructor. Lecture course covering an introduction to problems, methods, and research in perception. Discussion of psychological studies of seeing, hearing, touching, tasting, and smelling.

PSYC BC1114 Cognitive Laboratory. 1.5 point.
Prerequisites: BC1001 Introduction to Psychology lecture, and instructor permission. Laboratory course to accompany BC1115. Students conduct experiments related to selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience.

PSYC BC1115 Cognitive Psychology. 3 points.
Prerequisites: BC1001 or permission of the instructor. Lecture covering selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience.

PSYC BC1118 Systems and Behavioral Neuroscience Laboratory. 1.5 point.
Prerequisites: BC1001 Introduction to Psychology lecture, and instructor permission. Laboratory course to accompany BC1119. Students conduct experiments related to the physiological bases of behavior: development, organization and function of the nervous system; neurochemistry, neurophysiology and synaptic transmission. Topics include: the neural bases of sensory systems; homeostasis; sexual behavior; biological rhythms; emotionality and stress; learning and memory, and psychopathology. A portion of this course uses rats as experimental subjects and involves brain dissections.
PSYC BC1119 Systems and Behavioral Neuroscience. 3 points.
Prerequisites: BC1001 or permission of the instructor.
Lecture course covering an introduction to the physiological bases of behavior: development, organization and function of the nervous system; neurochemistry, neurophysiology and synaptic transmission. Topics include: the neural bases of sensory systems; homeostasis; sexual behavior; biological rhythms; emotionality and stress; learning and memory; and psychopathology.

PSYC BC1124 Psychology of Personality Laboratory. 1.5 point.
Discussion Section Required
Prerequisites: BC1001 and departmental permission. Enrollment limited to 25 students per section.
Corequisites: BC1125 Psychology of Personality Lecture.
Laboratory consists of experiments related to the principal approaches to personality and their implications for personality development, psychological adjustment, and everyday behavior. Students will participate in all stages of personality research: conceptualizing a personality construct, designing and administering tests, identifying individual differences, and carrying out a study.

PSYC BC1125 Psychology of Personality. 3 points.
Prerequisites: BC1001 or permission of the instructor.
Lecture course covering the principal approaches to personality and their implications for personality development, psychological adjustment, and everyday behavior.

PSYC BC1128 Developmental Laboratory. 1.5 point.
Prerequisites: PSYC BC1001
Corequisites: PSYC BC1129
Laboratory course involving experiments related to cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. The course offers an opportunity for direct observation of children; major areas of research at each level of development are covered.
through observations and research in elementary and secondary school classes. Examines models of instruction and assessment; motivation, teaching, and learning strategies; and gender, economic, and racial issues.

PSYC BC2141 Abnormal Psychology. 3 points.
Prerequisites: BC1001. Enrollment limited to 70 students. Final enrollment determined on the first day of class.
An introduction to the study of abnormal behavior and various psychological disorders such as depression, schizophrenia, anxiety disorders, eating disorders, and personality disorders. The course broadly reviews scientific and cultural perspectives on abnormal behavior with an emphasis on clinical descriptions and diagnosis, etiology, treatment, and research methods.

PSYC BC2146 Introduction to Clinical Psychology. 3 points.
Prerequisites: Both BC1001 and BC2141, as well as one of the following: BC1125 Personality, BC1107 Psychology of Learning, BC1119 Systems and Behavioral Neuroscience or BC1129 Developmental Psychology. Or BC1001 and permission of the instructor. Enrollment limited to 35 students. In 3 points. An introduction to the field of clinical psychology aimed at 1) becoming familiar with professional issues in the field and 2) comparing therapeutic approaches for their utility and efficacy. Therapeutic approaches covered include psychodynamic therapies, cognitive behavior therapies, family/child therapies. The course will critically examine a variety of professional issues including ethical dilemmas, clinical assessment and diagnosis, and use of technology in therapy.

PSYC BC2163 Human Learning and Memory. 3 points.
Prerequisites: BC1001 and at least one psychology lab course, or permission of the instructor. Enrollment limited to 20 students. Survey of contemporary theories and empirical research on human memory. Topics will include sensory, short term and long term memory, levels of processing, organization, forgetting, and encoding specificity. Special topics include eyewitness testimony, amnesia, implicit memory, and false memory.

PSYC BC2165 Child Psychopathology. 3 points.
Prerequisites: PSYC BC2101, BC1129, BC2141, and permission of the instructor.
This course is designed to give students an introduction to abnormal child psychology. We will study a variety of disorders typically diagnosed in childhood, including intellectual disabilities, developmental disabilities, emotional and behavioral disorders, and anxiety disorders. Students will explore the DSM 5 diagnostic criteria, current research on the etiology of disorders, and empirically-derived methods of assessment and treatment. Current views of clinical issues in childhood will be examined with an emphasis on the complex interaction between social, cognitive, behavioral and societal factors involved in the development of these disorders.

PSYC BC2177 Psychology of Drug Use and Abuse. 3 points.
Prerequisites: BC1001 or permission of the instructor. Enrollment limited to 75 students. Examines the biological, psychological, and social factors that lead to drug use and abuse. A biopsychosocial model will be used to examine the behavioral effects of prescription, over the counter, and street drugs. Treatments, therapies, and theories of addictive behaviors will be explored.

PSYC BC2180 Neurodevelopmental Processes and Cognitive/Behavioral Disorders. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: BC1118/1119, BC3177, BC3380, or BIOL BC3362. Enrollment limited to 30 students. Explores the evolution of disorders affecting children due to some impairment in the brain or nervous system. Constitutional vulnerabilities demonstrate that nervous system injury varies as a function of neurodevelopmental stage. Disorders to be studied include those impacting language, hearing, vision, movement, mood and emotion, and learning.

PSYC BC3152 Psychological Aspects of Human Sexuality. 4 points.
Prerequisites: Junior or senior standing, BC1001 and two other psychology courses and permission of the instructor. Enrollment limited to 20 students.
This seminar is a critical examination of research and theory in human sexuality. The first part of the course is an overview of influential social science research on sexuality during the 20th century. The second part is a detailed investigation of contemporary research and writing on selected issues in human sexual behavior, including sexual socialization, gender and sexuality, and contemporary approaches to understanding psychosexual disorders.

**PSYC BC3153 Psychology and Women. 4 points.**
Prerequisites: Junior or Senior standing and at least two psychology courses. Permission of the instructor required for majors other than Psychology or Women's Studies. Enrollment limited to 20 students. Examines how female experience is and has been understood by psychologists. Through an understanding of gender as a social construction and issues raised by the intersections of gender, sexuality, class, and race, the course will analyze assumptions about what causes us to be gendered and about how being gendered affects behavior.

**PSYC BC3155 Psychology and Law. 4 points.**
Not offered during 2017-18 academic year.
Prerequisites: BC1001, one other psychology course, and permission of the instructor. Enrollment limited to 20 students. This class will be taught at The Bedford Hills Correctional Facility for Women, and will be composed of a mix of four Barnard students and a group of Bedford inmates who are working toward a Bachelor's Degree. Survey of the research in social psychology as it relates to the legal process. Among the topics covered are eyewitness identifications, jury decision making, lie detection, child witnesses, confessions and interrogations, media effects, and capital punishment. Each of these topics will be considered from both a theoretical and an applied perspective.

**PSYC BC3158 Human Motivation. 4 points.**
Prerequisites: BC1001 and permission of the instructor. Enrollment limited to 20 students. Outlines major theoretical questions and research approaches in human motivation. In particular, it focuses on empirical investigations of motivation in social contexts, emphasizing goal formation, goal conflict, the self, and the influence of nonconscious processes. Motivation for competence, control autonomy, achievement, altruism, and intimacy will also be covered.

**PSYC BC3162 Introduction to Cultural Psychology. 4 points.**
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
PSYC BC3363 Pedagogy for Higher Education in Psychology. 4 points.
Not offered during 2017-18 academic year.

Designed to examine the science of psychology and the complexities of teaching to create an environment conducive to involved and active learning. The seminar, especially designed for current and intended Teaching Assistants, covers ethical concerns, strategies for maintaining boundaries, mastery learning, and approaches for leading discussions. Course uses case methods, videotaping, research projects, and scenario analysis. Enrollment limited to 12.

PSYC BC3364 Psychology of Leadership. 4 points.
Prerequisites: Students must have one of the following pre-requisites for this course: PSYC BC1125 Personality Psychology, PSYC BC1138 Social Psychology, or PSYC BC2151 Organizational Psychology, and permission by the instructor.

An in-depth examination of the concept of leadership in psychology with an emphasis on women’s leadership. Topics include the role of gender, culture, and emotional intelligence as well as an examination of transactional and transformational models. Topics will be discussed with an equal emphasis on theory, research, and application. Students must have prerequisites and permission of the instructor. Enrollment limited to 15.

PSYC BC3365 The Psychology Of Conspiracy. 4 points.
Prerequisites: Psych BC1001, BC1101/1102, two PSYC laboratory courses, and permission of the instructor. Enrollment limited to 16. Why do some people believe in ghosts, psychic powers, UFO abductions, astrology, alternative medicine, or conspiracy theories? Does it matter? In this seminar, we will consider potential psychological explanations for a wide range of anomalous beliefs and experiences, and the consequences those beliefs can have.

PSYC BC3366 Eating Disorders. 4 points.
Prerequisites: PSYC BC1001, PSYC BC2141

This course presents an in depth investigation of eating disorders including anorexia nervosa, bulimia nervosa, and binge eating from a primarily psychological perspective. The course will present both the current understandings of causes, correlates, and outcomes of eating pathology as well as the complexity and controversy surrounding these conceptualizations. Enrollment limited to 20 students. Senior psych majors will get first preference.

PSYC BC3367 Concepts, Questions, and Controversies in Evolutionary Psychology. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: BC1001 and permission of the instructor. Enrollment limited to 15 students.

An examination of the major concepts, debates, and research of evolutionary psychology. Will explore the extent to which the human mind and behavior are shaped by natural selection to solve specific, long-standing problems faced by our species over evolutionary time, such as finding a romantic partner, child-rearing, and gathering food.

PSYC BC3368 The Psychology of Creativity/The Creative Process. 4 points.
Prerequisites: BC1001 and permission of the instructor.

Consideration of classic Psychodynamic (the unconscious/incubation), Psychometric (testing/training), and Personality (train/motivation) models of creativity. Application of contemporary Process (cognitive/problem-solving) models to art, literature, and independently selected areas of expertise. Process models are involving constraint selection within well-established domains are emphasized.

PSYC BC3369 Language Development. 4 points.
Prerequisites: BC1001, one Psychology laboratory course, one of the following: PSYC W2240, BC1128/1129, BC1129, or LIN BC V1101, and permission of the instructor. Enrollment limited to 15 students.

Examines the acquisition of a first language by children, from babbling and first words to complex sentence structure and wider communicative competence. Signed and spoken languages, cross-linguistic variation and universalities, language genesis and change, and acquisition by atypical populations will be discussed.

PSYC BC3372 Comparative Cognition. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: BC1001 and one additional course in psychology. Or permission of the instructor. Enrollment limited to 20 students. Review and critical evaluation of current empirical research investigating cognitive processes in both human and non-human species. Topics include comparisons in episodic memory, metacognition, theory of mind, self-awareness, and language abilities.

PSYC BC3373 Health Psychology. 4 points.
Prerequisites: BC1001 and two more psychology courses, and permission of the instructor required.

Consideration of research on the interaction of biological, psychological, and social factors related to physical health and illness. Topics include the relationship of stress to illness, primary prevention, mind-body methods of coping with stress and chronic illness (such as meditation), and the relationship between psychological factors and recovery from illness. Enrollment limited to 15.

PSYC BC3376 Infant Development. 4 points.
Prerequisites: BC1001 and BC1128/1129 Developmental (lab and lecture taken together) or BC1129 (only lecture). Or permission of the instructor. Enrollment limited to 15 students.

Analysis of human development during the fetal period and early infancy. Review of effects of environmental factors on perinatal perception, cognitive, sensory-motor, and neurobehavioral capacities, with emphasis on critical conditions involved in both normal and abnormal brain development. Other topics include acute and long term effects of toxic exposures (stress, smoking, and alcohol) during
pregnancy, and interaction of genes and the environment in shaping the developing brain of "high-risk" infants, including premature infants and those at risk for Sudden Infant Death Syndrome.

PSYC BC3376 Psychological Orientation. 4 points.
Prerequisites: BC 1001 and one of the following: BC1124/1125 (Personality lab and lecture taken together) or BC1125 (Personality lecture only), or permission of the instructor. Enrollment limited to 20 students.
Survey and critical analysis of the developmental and neurological bases of motivation. Topics include theories and empirical research on motivation in animals, human development, and adult language use. Class meetings focus on discussion of reading material to develop a theory of the cognitive processes involved in social functioning. Topics include attention, interpretation, evaluation, judgment, attribution, and memory processes. Both controlled and automatic processes will be considered, and the roles of motives, goals, and affective variables will be discussed.

PSYC BC3379 Psychology of Stereotyping and Prejudice. 4 points.
Prerequisites: (PSYC BC1001) Permission of the instructor. Review of current literature from experimental social psychology pertaining to stereotyping and prejudice. Topics include: functions and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive processes in intergroup perception will be emphasized.

PSYC BC3380 Cognitive Neuroscience. 4 points.
Prerequisites: BC1001 and permission of the instructor. Enrollment limited to 20 students.
Exposition of research and theory in neuroscience with an emphasis on the use of neural imaging techniques (EEG, evoked potentials, MEG, PET, FMRI) for exploring sensation, perception, cognition, and the healthy, intact brain.

PSYC BC3381 Theory of Mind and Intentionality. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: BC1001 and one other Psychology course, or permission of the instructor. Enrollment limited to 15 students.
Survey and critical analysis of the developmental and neurological research on theory of mind - the attribution of mental states like belief, desire, and knowledge to others in humans and nonhuman animals. Emphasis on the role of intentionality, stages of acquisition, neurological and genetic bases, and deficits in theory of mind.

PSYC BC3382 Adolescent Psychology. 4 points.
Prerequisites: BC1001 and BC1129 Developmental Psychology or permission of the instructor. Enrollment limited to 20 senior majors. Barnard students receive priority.
Examines adolescent development in theory and reality. Focuses on individual physiological, sexual, cognitive, and affective development and adolescent experiences in their social context of family, peers, school, and community. Critical perspectives of gender, race and ethnicity, sexuality, and "teen culture" explored.

PSYC BC3383 Neuropharmacology and Behavior. 4 points.
Prerequisites: BC1001 and one of the following: BC1115, BC1119, or BIOL BC3280. Permission of the instructor is required. Enrollment limited to 20 students.
Basic principles of the study of drugs that influence the neural systems and induce changes in behavior. Molecular, biochemical and behavioral characterization of psychotropic drugs: stimulants, sedative-hypnotics, anxiolytics, alcohol, hallucinogens, and opiates. Etiology and treatment of psychological and neurological disorders.

PSYC BC3384 Social Cognition. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: BC 1001 and one of the following: BC1138/1137 Social Psychology, BC1115/1114 Cognitive Psychology, or permission of the instructor. Survey of research from the field of social cognition, exploring cognitive processes involved in social functioning. Topics include attention, interpretation, evaluation, judgment, attribution, and memory processes. Both controlled and automatic processes will be considered, and the roles of motives, goals, and affective variables will be discussed.

PSYC BC3387 Topics in Neuroethics. 4 points.
Prerequisites: BC1001 and one of the following: Neurobiology, Behavioral Neuroscience, Fundamentals of Neuropsychology, or permission of the instructor. Recent advancements in neuroscience raise profound ethical questions. Neuroethics integrates neuroscience, philosophy, and ethics in an attempt to address these issues. Reviews current debated topics relevant to the brain, cognition, and behavior. Bioethical and philosophical principles will be applied allowing students to develop skill in ethical analysis.

PSYC BC3388 Imitation and Language. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: BC1001 and one Psychology Lab course, or permission of the instructor. Enrollment limited to 20 students.
Examines the concept of imitation in behavior through research on animals, human development, and adult language use. Class meetings focus on discussion of reading material to develop a theory of the cognitive mechanisms of imitation that apply to language change in spoken communication.

PSYC BC3389 Current Topics in Personality Psychology. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: BC1001 and BC1124/1125 (Personality lab and lecture taken together) or BC1125 (Personality lecture only), or permission of the instructor. Enrollment limited to 20 students.
This course offers an in-depth examination of contemporary topics in personality psychology and their historical antecedents. Topics
include developmental foundations, modern theory and research on consciousness, regulation of emotion and cognition, and new approaches to personality assessment. These current issues will be discussed with an emphasis on both theory and research.

PSYC BC3390 Canine Cognition. 4 points.
Prerequisites: BC1001 and one other Psychology course. Enrollment limited to 15 students. Permission of the instructor is required. An examination of the scientific study of the domestic dog. Emphasis will be on the evolutionary history of the species; the dog’s social cognitive skills; canid perceptual and sensory capacities; dog-primate comparative studies; and dog-human interaction.

Spring 2018: PSYC BC3390
Course Number   Section/Call Number   Times/Location   Instructor Points   Enrollment
PSYC 3390   001/04645   T 10:10am - 12:00pm   Alexandra Horowitz   4   15/20
227 Milbank Hall

PSYC BC3391 Psychology of Time. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: BC1001 and additional psychology course, or permission of the instructor. The seminar will explore how times are perceived, learned, remembered and used to guide decisions and behavior. The underlying brain mechanisms that create a sense of time and organize action will be discussed. Students will research how temporal information processing is foundational to core areas of psychology.

PSYC BC3392 Psychobiology of Stress. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: BC1001 and one of the following: BC1117, BC1119, BC3362, or permission of the instructor. Enrollment limited to 15 students. This seminar will explore factors that modulate stress reactivity and the impact of stress on the structure and function of the nervous system and behavior. Topics will include how developmental stage, sex/gender, time of day, and experience influence how an organism responds to stress at endocrinological, neurobiological, and behavioral levels

PSYC BC3393 Psychological Interventions for Developmental Disabilities. 4 points.
Prerequisites: BC1001, BC1127/1129, BC2156, or permission of the instructor. Seniors are given priority. This course provides an overview of psychological intervention processes in the field of developmental disabilities. Course content includes discussions of clinical and ethical issues related to diagnosis and treatment, and in-depth review of procedures used to teach appropriate behavior repertoires to individuals with developmental disabilities such as Autism Spectrum Disorders.

Fall 2017: PSYC BC3393
Course Number   Section/Call Number   Times/Location   Instructor Points   Enrollment
PSYC 3393   001/05017   M 2:10pm - 4:00pm   Hannah Hoch   4   12
227 Milbank Hall

PSYC BC3394 Metacognition. 4 points.
Prerequisites: BC1001, and one psychology laboratory course; final enrollment determined on the first day of class. Metacognition is one of the latest psychological buzzwords, but what exactly is metacognition? Metacognition enables us to be successful learners, problem solvers, and decision makers, and as often been used synonymously with words such as language, awareness, and consciousness. In this seminar, we will examine various components of metacognition, including its role in learning and memory, and its existence in various non-human populations. In addition, we will explore the fragility of metacognition, including illusions of confidence and harmful control strategies that people use. Readings will include classic and important recent papers in the field, looking at metacognition as a higher-level cognitive process, and as knowledge individuals use to guide behavior.

PSYC BC3395 Emotion and Self Regulation. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: BC1001 Introduction to psychology and BC1138 Social Psychology, or permission of the instructor. Enrollment is determined at the first class meeting.
In this course, students will examine neuroscientific and psychological research and scholarly work pertaining to the ability to regulate – to control and manage – thoughts, emotions, behaviors, and social interactions. Research suggests what is possible to change, and by what mechanisms. Students will explore how evidence can reasonably be interpreted.

PSYC BC3397 Neural Modulation. 4 points.
Prerequisites: BC1001 and permission of the instructor. Enrollment determined at first class meeting. Excitatory and inhibitory neurotransmission is often influenced and altered by neuromodulators such as dopamine, acetylcholine, and serotonin. Imbalances in neuromodulation are implicated in many psychiatric disorders. This course will assess the role of neuromodulation under normal circumstances and how dysfunction in neuromodulation can lead to psychiatric disorders. This course will draw from groundbreaking primary literature and review articles published in the field of neuroscience.

Spring 2018: PSYC BC3397
Course Number   Section/Call Number   Times/Location   Instructor Points   Enrollment
PSYC 3397   001/03036   W 4:10pm - 6:00pm   Abigail Kalmbach   4   9/12
318 Milbank Hall

PSYC BC3398 Sleep. 4 points.
Prerequisites: PSYC BC 1001, or equivalent, and permission of instructor. Enrollment limited to 20 students. This seminar will explore sleep and circadian rhythms, emphasizing how these factors and their disruption influence health, function, and well-being. Topics will include the physiological and neurobiological generation of sleep and circadian rhythms, and the interaction between these systems with cognitive, behavioral, endocrine, metabolic, and mood/psychiatric variables in humans.

Spring 2018: PSYC BC3398
Course Number   Section/Call Number   Times/Location   Instructor Points   Enrollment
PSYC 3398   001/07210   W 6:10pm - 8:00pm   Ari Shechter   4   16/40
214 Milbank Hall

PSYC BC3399 Humans and Machines. 4 points.
Prerequisites: (PSYC BC1001) and Instructor approval. This course will examine the social psychology of Human-Machine interactions, exploring the idea that well-established social psychological processes play critical roles in interactions with non-social objects. The first half of the seminar will examine the social psychology of perception across distinct sensory modalities (shape,
motion, voice, touch), whereas the second half will focus on social psychological processes between humans and non-human entities (objects, computers, robots).

PSYC BC3465 Field Work and Research Seminar: The Barnard Toddler Center. 4 points.
Prerequisites: (PSYC BC1128 and PSYC BC1129) or PSYC BC1129 BC1128/BC1129 or just BC1129 lecture (without lab) and permission of the instructor. Permission should be requested in the Spring of the year preceding registration. This is a two-semester course only. The Barnard Toddler Center provides the focus for field work and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. Students assist one morning a week at the Center, make individual class presentations, carry out team research projects, and participate in a two-hour weekly seminar which integrates theory, research, and practice.

PSYC BC3466 Field Work and Research Seminar: The Barnard Toddler Center. 4 points.
Prerequisites: (PSYC BC1128 and PSYC BC1129) or (PSYC BC1129) Prerequisites: BC1128/BC1129 or just BC1129 lecture (without lab) and permission of the instructor. Permission should be requested in the Spring of the year preceding registration. Enrollment limited to 16 students. This is a two-semester course only. The Barnard Toddler Center provides the focus for field work and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. Students assist one morning a week at the Center, make individual class presentations, carry out team research projects, and participate in a two-hour weekly seminar which integrates theory, research, and practice.

PSYC BC3473 Field Work Seminar in Psychological Services and Counseling. 4 points.
Prerequisites: Three psychology courses and permission of the instructor required during program planning the semester before the course is offered. Enrollment limited to 12 students; seniors are given priority. This course introduces students to clinical and counseling work, and to psychodynamic ways of understanding and supporting people in psychological distress. Students secure a clinical placement for the course, and apply readings on psychodynamic notions of parenting, psychopathology, and therapeutic process to their clinical experiences. The course helps students clarify their professional goals, and provides the clinical experience that strengthens applications to social work programs, and that is required for applications to clinical and counseling doctoral programs.

PSYC BC3591 Senior Research Seminar. 4 points.
Prerequisites: BC1001, BC1101, a minimum of five other completed psychology courses, and permission of the instructor. This is a year-long course. Open to senior psychology majors who submit a research proposal which has been approved by the course instructor and the project supervisor. Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination.

PSYC BC3592 Senior Research Seminar. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: (PSYC BC1001) and (PSYC BC1101) and A minimum of five completed psychology courses (in addition to BC1001, BC1101/1102, and permission of the instructor. Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination. This is a year-long course. Open to senior psychology majors who submit a research proposal which has been approved by the course instructor and the project supervisor.

PSYC BC3601 Independent Study. 4 points.
Research projects planned in consultation with members of the department.

Cross-Listed Courses
Neuroscience and Behavior (Barnard)
NSBV BC3367 Transformative Landmarks in Neuroscience. 4 points.
Not offered during 2017-18 academic year.
Modern neuroscience incorporates topics from molecular neurobiology to cognition. Cognate disciplines include psychology, biology, biochemistry, chemistry, neuropharmacology, neurology and psychiatry, physics, computational science. We review neuroscience landmarks through readings of scientific publications, news reports, and controversies surrounding apparently transformative research, and contemplate contemporary viewpoints that have the benefit of hindsight.

NSBV BC3593 Senior Research Seminar: Neuroscience and Behavior. 4 points.
Prerequisites: Open to senior Neuroscience and Behavior majors. Permission of the instructor. This is a year-long course. By the end of the spring semester program planning period during junior year, majors should identify the lab they will be working in during their senior year. Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination.

Fall 2017: NSBV BC3593
Mission
The purpose of the Interdisciplinary Concentration on Race and Ethnicity (ICORE) and Minor on Race and Ethnicity (MORE) is to make available to Barnard students the interdisciplinary and critical study of race and ethnicity in their mutual constitution with gender, class, and nation. ICORE and MORE provide an intersectional and international framework for thinking through issues of ethnicity and race in both local and global contexts and in relation to other forms of social difference. Advanced seminars allow students to use this framework for the in-depth study of a particular topic. For those students who desire to pursue graduate education in the field of Ethnic Studies, ICORE and MORE will provide background preparation.

Student Learning Outcomes
Students who complete either the Interdisciplinary Concentration or Minor on Race and Ethnicity will learn how to:

1. Gain exposure to the theories and methods of Ethnic Studies;
2. Interpret arguments in light of the expanding literature in Ethnic Studies;
3. Understand processes of racialization in historical and geographical context;
4. Understand the mutual constitution and relative autonomy of axes of social differentiation;
5. Comprehend how national boundaries, as well as local, national and transnational cultures and politics affect the constitution of racial and ethnic categories;
6. Compare representations of borderlands, hybridity, migration and diaspora from different cultures; and
7. Identify and communicate the importance of ethnic and racial diversity to an increasingly global and interconnected world.

Interdisciplinary Concentration on Race and Ethnicity (ICORE) and Minor on Race and Ethnicity (MORE)
This program is supervised by the Steering Committee of the Consortium for Critical Interdisciplinary Studies (CCIS) at Barnard:

Professors: Tina Campt (Women’s, Gender and Sexuality Studies and Director of Africana Studies), Neferti X. M. Tadiar (Chair of Women’s, Gender and Sexuality Studies)

Associate Professors: Jennie Kassanoff (English and Director of the American Studies), Monica Miller (English and Coordinator of the Consortium for Critical Interdisciplinary Studies)

Interdisciplinary Concentration on Race and Ethnicity (ICORE) and Minor on Race and Ethnicity (MORE)
The concentration and minor consist of five courses to be distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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<tbody>
<tr>
<td>CSER UN1040</td>
<td>Critical Approaches to the Study of Ethnicity and Race</td>
<td>3</td>
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<tr>
<td>WMST BC2140</td>
<td>Critical Approaches in Social and Cultural Theory</td>
<td>3</td>
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Intermediate Level (2 courses)

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<th>Code</th>
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<tr>
<td>AFRS BC3020</td>
<td>Harlem Crossroads</td>
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<tr>
<td>AFRS BC3550</td>
<td>Harlem Seminar: Gay Harlem</td>
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<td>AHIS BC3948</td>
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<tr>
<td>AFEN BC3148</td>
<td>Literature of the Great Migration:</td>
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<td>1916-1970</td>
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<tr>
<td>ENGL BC3196</td>
<td>Home to Harlem: Literature of the</td>
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<td></td>
<td>Harlem Renaissance</td>
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<tr>
<td>RELI V2615</td>
<td>Religions of Harlem</td>
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</table>

Select one course from among the following three topics (see below)

Concepts in Race and Ethnic Studies:

Select one of the following:

- Harlem:
  - AFRS BC3020 Harlem Crossroads
  - AFRS BC3550 Harlem Seminar: Gay Harlem
  - AHIS BC3948
  - ENGL BC3196 Home to Harlem: Literature of the Harlem Renaissance
  - RELI V2615 Religions of Harlem

Select one course from among the following three topics (see below)

Advanced Level (1 course)

Select one course from the following groups:

- Relevant Seminars in the Consortium Majors:
  - Students should check with the department offering the seminar for course application/admission procedures
  - AFRS BC3110 Africana Colloquium
  - AFRS BC3570 Africana Issues: Diasporas of the Indian Ocean
  - ANTH V3988 Race/Sexuality Science and Social Practice
  - CSER UN3905 Asian Americans and the Psychology of Race
  - CSER W3906 Race in Scientific and Social Practice
  - CSER UN3928 Colonization/Decolonization
  - CSER W3935 Historical Anthropology of the US-Mexico Border
  - CSER UN3940 Comparative Study of Constitutional Challenges Affecting African, Latino, and Asian American Communities
  - DNCE BC3980 Performing the Political: Embodiment in American Performance
  - ENGL BC3997 Senior Seminar: Senior Seminar for Writing Concentrators
  - HIST BC3546 The Fourteenth Amendment and Its Uses
  - HIST BC3587 Remembering Slavery: Critiquing Modern Representations of the Peculiar Institution
  - HIST BC3669 Inequalities: Interdisciplinary Perspectives on Latin America
  - HIST BC3672 Perspectives on Power in 20th Century Latin America
  - HIST BC3791 Lagos: From Pepper Farm to Megacity
  - HIST BC3830 Bombay/Mumbai and Its Urban Imaginaries
  - HIST BC3870 Gender and Migration: A Global Perspective
  - CSER UN3926 Latin Music and Identity (formerly LATS W3926x)
  - RELI W4825 Religion, Gender, and Violence
  - SPAN BC3990 Senior Seminar: Emotions in Modern Spanish Culture
  - WMST W4303 Gender, Globalization, and Empire
  - WMST W4305 Feminist Postcolonial Theory
  - WMST W4308 Sexuality and Science
  - WMST W4320 Queer Theories and Histories

Special Topics in Critical Studies:

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<tr>
<td>AFRS BC3525</td>
<td>Atlantic Crossings: The West Indies and the Atlantic World</td>
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<tr>
<td>AFRS BC3055</td>
<td>Slave Resistance in the United States from the Colonial Era to the Civil War</td>
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<td>AFRS BC2005</td>
<td>Caribbean Culture and Societies</td>
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<td>AFRS/WMST BC3121</td>
<td>Black Women in America</td>
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<td>AFRS BC3589</td>
<td>Black Feminism(s)/Womanism(s)</td>
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<td>ANTH UN3300</td>
<td>Pre-Columbian Histories of Native America</td>
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<tr>
<td>ANTH V3810</td>
<td>Madagascar</td>
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<td>CSER W1012</td>
<td>History of Racialization in the United States</td>
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<tr>
<td>CSER V3440</td>
<td>The Changing American City</td>
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<tr>
<td>CSER UN3490</td>
<td>Post 9/11 Immigration Policies</td>
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<tr>
<td>CSER W3510</td>
<td>Novels of Immigration, Relocation, and Diaspora</td>
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<tr>
<td>HIST BC2321</td>
<td>Colonial Encounters: Europe and the Culture of Empire</td>
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<td>HIST BC2840</td>
<td>Topics in South Asian History</td>
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<td>HIST BC2980</td>
<td>World Migration</td>
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<tr>
<td>POLS V3604</td>
<td>Civil Wars and International Intervention in Africa</td>
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<tr>
<td>RELI W4215</td>
<td>Hinduism Here</td>
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<tr>
<td>RELI W4620</td>
<td>Religious Worlds of New York</td>
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<tr>
<td>SOCI V3247</td>
<td>The Immigrant Experience, Old and New</td>
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<tr>
<td>SOCI V3324</td>
<td>Poverty, Inequality, and Policy: A Sociological Perspective</td>
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<tr>
<td>SOCI BC3907</td>
<td>Communities and Social Change</td>
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<tr>
<td>SOCI BC3909</td>
<td>Ethnic Conflict and Unrest</td>
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<tr>
<td>WMST/AFRS BC3121</td>
<td>Black Women in America</td>
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<tr>
<td>WMST UN3915</td>
<td>Gender and Power in Transnational Perspective</td>
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</tbody>
</table>

Representation

Courses that explore cultural and political representations of ethnicity and race

- AFRS BC3120 History of African-American Music
- AFRS BC3146 African American and African Writing and the Screen
- AFRS BC3150 Race and Performance In The Caribbean
- AHIS BC3642 North American Art and Culture
- AHIS W4089 Native American Art
- ANTH V3160 The Body and Society
- ANTH V3928 Religious Mediation
- CLRS W4190 Race, Ethnicity, and Narrative, in the Russian/Soviet Empire
- CSER UN3701 US Latina/o Cultural Production
- CSER UN3904 Rumor and Racial Conflict
- CSER UN3922 Asian American Cinema (formerly ASAM W3992x)
- CSER UN3970 Arabs in Literature and Film
DNCE BC3570  Latin American and Caribbean Dance: Identities in Motion  3
DNCE BC3578  Traditions of African-American Dance  3
ENGL BC3190  Global Literature in English  3
ENTH BC3144  Black Theatre  4
ENGL BC3997  Senior Seminar: Senior Seminar for Writing Concentrators  4
ENGL BC3998  Senior Seminars: Human & Other Animal Identities  4
ENWS BC3144  Minority Women Writers in the United States  3
SOCI BC3913  Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society  4
SPAN BC3470  Latin(o) American Art in New York City: Critical Interventions, Institutions, and Creative Lives  3
WMST BC3134  Unheard Voices: African Women's Literature  4
WMST BC3132  Gendered Controversies: Women's Bodies and Global Conflicts  4
WMST BC3510  Interpreting Bodies: Engendering the Black Body  4

Note: Students may petition for ICORE/MORE credit for courses not on this list.

Cross-Listed Courses

Africana Studies (Barnard)

AFRS BC2005 Caribbean Culture and Societies. 3 points.
Not offered during 2017-18 academic year.

Multidisciplinary exploration of the Anglophone, Hispanic, and Francophone Caribbean. Discusses theories about the development and character of Caribbean societies; profiles representative islands; and explores enduring and contemporary issues in Caribbean Studies (race, color and class; politics and governance; political economy; the struggles for liberation; cultural identity and migration.) BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

AFRS BC3110  African Colloquium. 4 points.
Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 18 students. Priority will be given to Africana majors and CCIS students (Africana Studies, American Studies and Women’s Studies majors; minors in Race and Ethnic Studies).

AFRS BC3120 History of African-American Music. 3 points.
Not offered during 2017-18 academic year.

Survey interrogates the cultural and aesthetic development of a variety of interconnected musical genres - such as blues, jazz, gospel, soul, funk, R&B, hip-hop, classical and their ever changing same/names - viewed as complex human activities daringly danced at dangerous discourses inside and outside the American cultural mainstreams.

AFRS BC3146 African American and African Writing and the Screen. 4 points.
Not offered during 2017-18 academic year.

Focuses on the context and history of representations of African Americans and Africans in early American and other cinematographies; the simultaneous development of early film and the New Negro, Negritude and Pan African movements; and pioneer African American and African cinema.

AFRS BC3148 Literature of the Great Migration. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

(Also ENGL BC3148) Examination of fiction, poetry, essays and films about the Great Migration (1910-1950) of African-Americans from the rural South to the urban North, focusing on literary production in New York and Chicago. (This course satisfies the Harlem Requirement for the Africana Studies major).

AFRS BC3150 Race and Performance In The Caribbean. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Sophomore Standing. Enrollment limited to 18 students.
Analysis of the shifting place and perception of Afro-Caribbean performance in Caribbean societies. This course takes a cross-cultural
approach that examines performance through the lens of ethnography, anthropology, music and literary criticism.

AFRS BC3550 Harlem Seminar: Gay Harlem. 4 points.

Prerequisites: This course is limited to 20 students and by permission only.
This course explores Harlem's role in the production of sexual modernity and in particular as a space of queer encounter. While much of our investigation will be devoted to the intersection of race and sexuality in African American life, we also consider Harlem's history as a communal space for Italian, Puerto Rican, and more recent immigrants. Students will be encouraged to distinguish and connect contemporary sites of sexual culture in Harlem to the historical articulations of race and sexuality examined in the course.

Fall 2017: AFRS BC3550

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AFRS BC3570 Africana Issues: Diasporas of the Indian Ocean. 4 points.
Not offered during 2017-18 academic year.

The Indian Ocean has been called the cradle of globalization, a claim bolstered by seasonal monsoon winds and the trade that these enabled. We will consider the aesthetic histories of such trade by engaging literary and other cultural exchanges (including film, visual arts, music, and dance). What did the Zulu prophet Isaiah Shembe learn from Gujarati poets? Other than a major slaving center and source of spices, what role did Zanzibar play in the development of music and literary forms that look to Oman as well as the East Coast of Africa? We focus on four sites: Durban (South Africa), Bombay (India), Zanzibar (Tanzania) and Port Louis (Mauritius). This course will be taught simultaneously between Barnard in New York and the University of Witwatersrand in Johannesburg, South Africa. Students from both campuses will be encouraged to interact electronically and to establish a blog and website. The course will also have live-streamed guest speakers from chosen sites around the Indian Ocean.

AFRS BC3589 Black Feminism(s)/Womanism(s). 4 points.
Not offered during 2017-18 academic year.

Black Feminism(s)/Womanism(s)

Anthropology (Barnard)

ANTH V3160 The Body and Society. 3 points.
Enrollment limited to 40; not open to first-years. Not offered during 2017-18 academic year.

Prerequisites: Non-anthropology majors require the instructor’s permission.

This course explores 10,000 years of the North American archaeological record, bringing to light the unwritten histories of Native Americans prior to European contact. Detailed consideration of major pre-Columbian sites is interwoven with the insight of contemporary native peoples to provide both a scientific and humanist reconstruction of the past.

ANTH V3810 Madagascar. 4 points.
Enrollment limit is 15. Not offered during 2017-18 academic year.

Prerequisites: Non-Anthropology majors require the instructor’s permission.

Critiques the many ways the great Red Island has been described and imagined by explorers, colonists, social scientists, and historians — as an Asian-African amalgamation, an ecological paradise, and a microcosm of the Indian Ocean. Religious diasporas, mercantilism, colonization, enslavement, and race and nation define key categories of comparative analysis.

ANTH V3928 Religious Mediation. 4 points.
Enrollment limited to 16. Instructor’s permission is required. Not offered during 2017-18 academic year.

Reading theories of media and of religion, we will examine how transformations in media technology shift the ways in which religion is encoded into semiotic forms, how these forms are realized in performative contexts, and how these affect the constitution of religious subjects and religious authority. Topics include word, print, image, and sound in relation to Islam, Pentecostalism, Buddhism and animist religions.

ANTH V3988 Race/Sexuality Science and Social Practice. 4 points.
Enrollment limited to 26. Not offered during 2017-18 academic year.

Prerequisites: the instructor’s permission.

Scientific inquiry has configured race and sex in distinctive ways. This class will engage critical theories of race and feminist considerations of sex, gender, and sexuality through the lens of the shifting ways in which each has been conceptualized, substantiated, classified, and managed in (social) science and medicine.

Art History (Barnard)

AHIS W4089 Native American Art. 3 points.
Not offered during 2017-18 academic year.

This introduction to Native North American art surveys traditions of painting, sculpture, ceramics, textiles, photography, and architecture, and traces the careers of contemporary Indian modernists and postmodernists. It emphasizes artistic developments as a means of preserving culture and resisting domination in response to intertribal contact, European colonization, and American expansion.

Comparative Literature (Barnard)

CLRS W4190 Race, Ethnicity, and Narrative, in the Russian/Soviet Empire. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2017-18 academic year.

This course examines the literary construction of ethnic and cultural identity in texts drawn from the literatures of ethnic minorities and non-Slavic nationalities that coexist within the Russian and Soviet imperial space, with attention to the historical and political context in which

Enrollment limited to 40.

This course explores 10,000 years of the North American archaeological record, bringing to light the unwritten histories of Native Americans prior to European contact. Detailed consideration of major pre-Columbian sites is interwoven with the insight of contemporary native peoples to provide both a scientific and humanist reconstruction of the past.

ANTH V3810 Madagascar. 4 points.
Enrollment limit is 15. Not offered during 2017-18 academic year.

Prerequisites: Non-Anthropology majors require the instructor’s permission.

Critiques the many ways the great Red Island has been described and imagined by explorers, colonists, social scientists, and historians — as an Asian-African amalgamation, an ecological paradise, and a microcosm of the Indian Ocean. Religious diasporas, mercantilism, colonization, enslavement, and race and nation define key categories of comparative analysis.

ANTH V3928 Religious Mediation. 4 points.
Enrollment limited to 16. Instructor’s permission is required. Not offered during 2017-18 academic year.

Reading theories of media and of religion, we will examine how transformations in media technology shift the ways in which religion is encoded into semiotic forms, how these forms are realized in performative contexts, and how these affect the constitution of religious subjects and religious authority. Topics include word, print, image, and sound in relation to Islam, Pentecostalism, Buddhism and animist religions.

ANTH V3988 Race/Sexuality Science and Social Practice. 4 points.
Enrollment limited to 26. Not offered during 2017-18 academic year.

Prerequisites: the instructor’s permission.

Scientific inquiry has configured race and sex in distinctive ways. This class will engage critical theories of race and feminist considerations of sex, gender, and sexuality through the lens of the shifting ways in which each has been conceptualized, substantiated, classified, and managed in (social) science and medicine.

Art History (Barnard)

AHIS W4089 Native American Art. 3 points.
Not offered during 2017-18 academic year.

This introduction to Native North American art surveys traditions of painting, sculpture, ceramics, textiles, photography, and architecture, and traces the careers of contemporary Indian modernists and postmodernists. It emphasizes artistic developments as a means of preserving culture and resisting domination in response to intertribal contact, European colonization, and American expansion.

Comparative Literature (Barnard)

CLRS W4190 Race, Ethnicity, and Narrative, in the Russian/Soviet Empire. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Not offered during 2017-18 academic year.

This course examines the literary construction of ethnic and cultural identity in texts drawn from the literatures of ethnic minorities and non-Slavic nationalities that coexist within the Russian and Soviet imperial space, with attention to the historical and political context in which
literary discourses surrounding racial, ethnic, and cultural particularity develop. Organized around three major regions—the Caucasus, Central Asia, and the Russian Far East—readings include canonical "classics" by Aitmatov, Iskander, and Rytkheu as well as less-known texts, both "official" and censored.

Center for the Study of Ethnicity and Race

CSER W1012 History of Racialization in the United States. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2017-18 academic year.

The History of Racialization in the United States examines the development of race and racism through the study of significant historical circumstances that define the institutional structure of American Empire and the resulting interactions among its peoples. Race is not static. Consequently, it is not an ahistorical object, nor a predetermined identity, nor a uniform category of analysis. Traditionally, the history of American race relations is the contact between racially defined groups over time and space of the effort required to maintain social and economic differences among them. Racialization, then, refers to the process by which one population group or many are "placed" in distinct racial categories.

CSER V3440 The Changing American City. 4 points.
Not offered during 2017-18 academic year.

After decades of economic disinvestment, physical decline and social out-migration, the 1990s ushered in an era of urban revitalization in many U.S. cities, the effects of which resonate today. How can we situate these recent changes within a longer trajectory of urban change in the United States? What do we make of the contested claims on space, belonging and identity made by, or on behalf of, people living in changing urban places? How should we evaluate development interventions whose end results seem so often to diverge from their intentions? This course will develop practical inroads into the problem of the changing American city that will both complement and complicate commonplace intuitions about the urban change we witness unfolding around us. Readings stay close to anthropological and ethnographic perspectives. We will consider how focusing on the meanings and experiences of everyday life in urban spaces can problematize ideals often associated with urban living, including various forms of diversity. Additional readings will introduce students to analytical perspectives on urbanism, race, ethnicity, space and citizenship. Taken together, readings, primary materials, discussions and a field trip will equip students with the tools to approach contemporary urban change with an anthropological lens.

CSER W3510 Novels of Immigration, Relocation, and Diaspora. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Course listed as ENGL W3510.

The master narrative of the United States has always vacillated between valorizations of movement and settlement. While ours is a nation of immigrants, one which privileges its history of westward expansion and pioneering, trailblazing adventurers, we also seem to long for what Wallace Stegner called a "sense of place," a true belonging within a single locale. Each of these constructions has tended to focus on individuals with a tremendous degree of agency in terms of where and whether they go. However, it is equally important to understand the tension between movement and stasis within communities most frequently subjected to spatial upheavals. To that end, this course is designed to examine narratives of immigration, migration, relocation, and diaspora by authors of color in the United States.

CSER UN3904 Rumor and Racial Conflict. 4 points.
This course will take a transnational look at the strange ways that race and mass rumors have interacted. From the judicial and popular riots in the U.S. justified by recurrent rumors of African-American insurrection, to accusations that French Jews were players in the 'white slave trade,' to tales of white fat-stealing monsters among indigenous people of Bolivia and Peru, rumors play a key role in constructing, enforcing, and contesting regimes of racial identity and domination. In order to grasp rumor's importance for race, we will need to understand how it works, so our readings will cover both instances of racialized rumor-telling, conspiracy theories and mass panics, and some key approaches to how rumors work as a social phenomenon. The instructor will expect you to post a response to the reading on Courseworks each week and to engage actively in class discussion. There will be an in-class midterm exam, and you will be able to choose between writing an independent research project or doing a take-home exam.

CSER W3906 Race in Scientific and Social Practice. 4 points.
Not offered during 2017-18 academic year.

This class presents a genealogy of the development of the race concept since the 19th century. Most centrally, we will examine the ways in which race has been conceptualized, substantiated, classified, managed and "observed" in (social) science and medicine. We will read that history of science in tandem with philosophical, anthropological, and historical literatures on race and the effects of racial practices in the social and political world writ large. This class will address a series of questions, historical and contemporary. For example, how has the relationship between "race" and "culture" been articulated in the history of anthropology in particular, and in racial theory more broadly? How and why were particular phenotypes understood to signify meaningful biological and social differences? Can there be a concept of race without phenotype—a solely genotypic racial grouping? More broadly, we will examine how particular scientific projects have intersected with, authorized, or enabled specific social and political imaginations.

CSER UN3928 Colonization/Decolonization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Enrollment limited to 22.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructor's permission. This course explores the centrality of colonialism in the making of the modern world, emphasizing cross-cultural and social contact, exchange, and relations of power; dynamics of conquest and resistance; and discourses of civilization, empire, freedom, nationalism, and human rights, from 1500 to 2000. Topics include pre-modern empires; European exploration, contact, and conquest in the new world; Atlantic-world slavery and emancipation; and European and Japanese colonialism in Asia, Africa, and the Middle East. The course ends with a section on decolonization and post-colonialism in the period after World War II. Intensive reading and discussion of primary documents.
English (Barnard)

**ENGL BC3129 Explorations of Black Literature: Early African-American Lit. 1760-1890. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Enrollment limited to 18 students. Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered.

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**ENGL BC3134 Creative Non-Fiction. 3 points.**

Please note that the option to take creative writing courses for 4 points is open only to senior English majors with a verified concentration in creative writing once per senior year in order to fulfill the concentration’s senior project requirement.

Prerequisites: Writing sample required to apply. Instructions and the application form can be found here: https://english.barnard.edu/departmental-forms#creativewriting.

In this course, you will learn writing techniques by closely reading masters of creative nonfiction, and using them as a model for your own writing. You’ll learn how to spot and develop story ideas, gather information, and conduct interviews. We’ll explore issues relating to point of view, tone, diction, and audience. There will be five creative assignments, including a profile and a personal essay; each student will present drafts for peer review.

**ENTH BC3144 Black Theatre. 4 points.**

Prerequisites: Enrollment limited to 16 students. Exploration of Black Theater, specifically African-American performance traditions, as an intervening agent in racial, cultural, and national identity. African-American theatre artists to be examined include Amiri Baraka, Kia Corthron, W.E.B. Du Bois, Angelina Grimke, Langston Hughes, Georgia Douglas Johnson, Adrienne Kennedy, Suzan-Lori Parks, Adrian Piper, and August Wilson. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

**ENWS BC3144 Minority Women Writers in the United States. 3 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2017-18 academic year.

Literature of the 20th-century minority women writers in the United States, with emphasis on works by Asian, Black, Hispanic, and Native American women. The historical and cultural as well as the literary framework.

**ENGL BC3190 Global Literature in English. 3 points.**


Not offered during 2017-18 academic year.

Selective survey of fiction from the ex-colonies, focusing on the colonial encounter, cultural and political decolonization, and belonging and migration in the age of postcolonial imperialism. Areas covered...
include Africa (Achebe, Aidoo, Armah, Ngugi); the Arab World (Mahfouz, Munif, Salih, Souief); South Asia (Mistry, Rushdie, Suleri); the Carribean (Kincaid); and New Zealand (Hulme).

ENGL BC3196 Home to Harlem: Literature of the Harlem Renaissance. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 20 students.
In the spring of 2016, ENGL 3196y will be centered on the relationship between art, activism and social justice as this relationship was developed during the Harlem Renaissance and beyond. Exploring the cultural contexts and aesthetic debates that animated Harlem in 1920s to 1930s, the course will focus on the politics of literary and theatrical production, and explore the fashioning and performance of New Negro identity through fiction, poetry, essays, and artwork, with special attention to theater/performance. This course will partner with Harlem’s National Black Theater and work toward an understanding of the relationship between art/literature and socio-political change through the NBT’s spring 2016 production of Dominique Morisseau’s Blood on the Root, a multi-genre performance piece on racial injustice inspired by the 2006 Jena Six case in Louisiana.

History (Barnard)
HIST BC2321 Colonial Encounters: Europe and the Culture of Empire. 3 points.

Examines the shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism.

HIST BC2840 Topics in South Asian History. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Some background in non-Western history is recommended.
Examines caste and gender as an important lens for understanding the transformations of intimate life and political culture in colonial and post-colonial India. Topics include: conjugality; popular culture violence, sex and the state; and the politics of untouchability.

HIST BC2980 World Migration. 3 points.

Overview of human migration from pre-history to the present. Sessions on classical Rome; Jewish diaspora; Viking, Mongol, and Arab conquests; peopling of New World, European colonization, and African slavery; 19th-century European mass migration; Chinese and Indian diasporas; resurgence of global migration in last three decades, and current debates.

HIST BC3546 The Fourteenth Amendment and Its Uses. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The role of the 14th Amendment in shaping the modern American Constitution; theories of judicial review; the rise and fall of economic due process; the creation of civil liberties; the civil rights revolution; and the end of states’ rights.

HIST BC3587 Remembering Slavery: Critiquing Modern Representations of the Peculiar Institution. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The enslavement of people of African descent signifies a crucial historical and cultural marker not only for African-Americans but also for Americans in general. We will interrogate how and why images of slavery continue to be invoked within the American sociocultural landscape (e.g., in films, documentaries, historical novels, and science fiction).

HIST BC3669 Inequalities: Interdisciplinary Perspectives on Latin America. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
The enslavement of people of African descent signifies a crucial historical and cultural marker not only for African-Americans but also for Americans in general. We will interrogate how and why images of slavery continue to be invoked within the American sociocultural landscape (e.g., in films, documentaries, historical novels, and science fiction).
Examines the many Lagoses that have existed over time, in space, and in the imagination from its origins to the 21st century. This is a reading, writing, viewing, and listening intensive course. We read scholarly, policy-oriented, and popular sources on Lagos as well as screening films and audio recordings that feature Lagos in order to learn about the social, cultural, and intellectual history of this West African megacity.

**HIST BC3870 Gender and Migration: A Global Perspective. 4 points.**

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Sophomore Standing.

Explores migration as a gendered process and what factors account for migratory differences by gender across place and time; including labor markets, education demographic and family structure, gender ideologies, religion, government regulations and legal status, and intrinsic aspects of the migratory flow itself.

**Political Science (Barnard)**

**POLS V3604 Civil Wars and International Intervention in Africa. 3 points.**

Enrollment limited to 110. **Not offered during 2017-18 academic year.**

Prerequisites: at least sophomore standing, except in consultation with the instructor.

This course analyzes the causes of violence in civil wars. It examines the debates around emergency aid, peacekeeping and peacebuilding. In addition, it focuses on recent conflict situations in Africa – especially Congo, Sudan, and Rwanda – as a background against which to understand the distinct dynamics of violence, peace, and international interventions in civil conflicts. (Cross-listed by the Center for the Study of Ethnicity and Race.)

**Religion (Barnard)**

**RELI W4825 Religion, Gender, and Violence. 4 points.**

Investigates relations among religion, gender, and violence in the world today. Focuses on specific traditions with emphasis on historical change, variation, and differences in geopolitical location within each tradition, as well as among them at given historical moments.

**Sociology (Barnard)**

**SOCI V3247 The Immigrant Experience, Old and New. 3 points.**


**Not offered during 2017-18 academic year.**

The immigrant experience in the United States. Topics include ideologies of the melting pot; social, cultural, and economic life of earlier immigrants; the distinctiveness of the African-American experience; recent surge of "new" immigrants (Asians, Latinos, West Indians); and changing American views of immigration.

**SOCI V3324 Poverty, Inequality, and Policy: A Sociological Perspective. 4 points.**

**Not offered during 2017-18 academic year.**

Prerequisites: Introductory course in Sociology is suggested. Examination of poverty, the "underclass," and inequality in the United States. Part 1: The moral premises, social theories, and political interests shaping current debates about the poor. Part 2: A more concrete analysis of the lives of the poor and the causes of family breakdown, the drug economy, welfare, employment, and homelessness.

**SOCI BC3907 Communities and Social Change. 4 points.**

Examines how changes in the economy, racial composition, and class relations affect community life-how it is created, changed and sometimes lost-with a specific focus on the local urban context. Student research projects will address how contemporary forces such as neoliberalization, gentrification and tourism impact a community's social fabric.

**Spring 2018: SOCI BC3907**

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**SOCI BC3909 Ethnic Conflict and Unrest. 4 points.**

**Not offered during 2017-18 academic year.**

Prerequisites: Sophomore Standing. SOCI BC1003 or permission of the instructor. Enrollment limited to 20 students.

Post-1965 immigration in the U.S. has prompted conflicts between new immigrant groups and established racial and ethnic groups. This seminar explores ethnic conflict and unrest that takes place in the streets, workplace, and everyday social life. Focus is on sociological theories that explain the tensions associated with the arrival of new immigrants.

**SOCI BC3913 Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society. 4 points.**

This class will examine the historical roots and ongoing persistence of social, economic, and political inequality and the continuing role that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.
Spanish and Latin American Cultures (Barnard)
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Considers the trajectory and intervention of Latin(o) American art in New York City’s artistic landscape. We will map the relation between Latin(o) American art and key art institutions, study critical receptions, and look at some of the lives and works of Latin(o) American artists in NYC.

SPAN BC3990 Senior Seminar: Emotions in Modern Spanish Culture. 3 points.
Prerequisites: Prerequisites: Course intended to be taken by all Spanish majors during the fall of their senior year. Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
The Spanish transition from the Ancien Régime to modernity (constitutional government and citizenship, a new class system, changing conceptions of gender and race) involved both the appearance of historically new emotions (beginning with patriotic and romantic love) and the establishment of emotional regimes that regulated allowable and forbidden feelings and practices. We will explore this process through a combination of readings in affect theory and examples of nineteenth-century print culture (literature, journalism, political speech, etc.). Seniors will write papers about related problematics in the context of the cultural production of Spain, from the nineteenth century to the present.

Fall 2017: SPAN BC3990
Course Number Section/Call Time/Location Instructor Points Enrollment
SPAN 3990 001/08891 W 4:10pm - 6:00pm Wadda Rios-Font 3 12/15

Women’s Studies (Barnard)
WMST BC2140 Critical Approaches in Social and Cultural Theory. 3 points.
Introduction to key concepts from social theory as they are appropriated in critical studies of gender, race, sexuality, class and nation. We will explore how these concepts are taken up from different perspectives to address particular social problems, and the effects of these appropriations in the world.

Fall 2017: WMST BC2140
Course Number Section/Call Time/Location Instructor Points Enrollment
WMST 2140 001/02265 T Th 11:40am - 12:55pm Alexander Pittman 3 46

Spring 2018: WMST BC2140
Course Number Section/Call Time/Location Instructor Points Enrollment
WMST 2140 001/09334 T Th 10:10am - 11:25am Alexander Pittman 3 40/120

WMST BC3121 Black Women in America. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 20 students.

Examines roles of black women in the U.S. as thinkers, activists and creators during the nineteenth and twentieth centuries. Focusing on the intellectual work, social activism and cultural expression of African American women, we examine how they understood their lives, resisted oppression and struggled to change society. We will also discuss theoretical frameworks (such as "double jeopardy," or "intersectionality") developed for the study of black women. The seminar will encourage students to pay particular attention to the diversity of black women and critical issues facing Black women today. This course is the same as AFRS BC3121 Black Women in America.

WMST BC3132 Gendered Controversies: Women’s Bodies and Global Conflicts. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Investigates the significance of contemporary and historical issues of social, political, and cultural conflicts centered on women’s bodies. How do such conflicts constitute women, and what do they tell us about societies, cultures, and politics? - D. Ko

Spring 2018: WMST BC3132
Course Number Section/Call Time/Location Instructor Points Enrollment
WMST 3132 001/05173 T 4:10pm - 6:00pm Janet Jakobsen 4 24/25

WMST BC3134 Unheard Voices: African Women’s Literature. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 14 students. How does one talk of women in Africa without thinking of Africa as a 'mythic unity'? We will consider the political, racial, social and other contexts in which African women write and are written about in the context of their located lives in Africa and in the African Diaspora. This course is the same as AFRS BC3134 Unheard Voices: African Women’s Literature.

WMST BC3510 Interpreting Bodies: Engendering the Black Body. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 20 students. This course examines how the body functions as an analytic model and a process of embodiment by focusing on the black female body in particular. Looking at feminist theorizing of the black body, it explores how the black female body has been marked in particular ways and with profound effects.

WMST BC3518 Studies in U.S. Imperialism. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Prerequisites: Enrollment limited to 20 students. Historical, comparative study of the cultural effects and social experiences of U.S. Imperialism, with attention to race, gender and sexuality in practices of political, economic, and cultural domination and struggle. Material includes studies of US Imperialism in the Philippines, Puerto Rico, Hawaii, Guam, and Cuba and US foreign involvements in the developing world since World War II.
WMST UN3915 Gender and Power in Transnational Perspective. 4 points.
Enrollment limited to 15.

Prerequisites: Instructor approval required
Considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist movements that have emerged to address contemporary gendered inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, Feminist politics, and human rights.

If it is a small world after all, how do forces of globalization shape and redefine both men’s and women’s positions as as workers and political subjects? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of the political economy of globalization? These questions will frame this course by highlighting how gender and power coalesce to impact the lives of individuals in various spaces including workplaces, the home, religious institutions, refugee camps, the government, and civil society, and human rights organizations. We will use specific sociological and anthropological case studies, to look at how various regimes of power operate to constrain individuals as well as give them new spaces for agency. This course will enable us to think transnationally, historically, and dynamically, using gender as a lens through which to critique relations of power and the ways that power informs our everyday lives and identities.

Full 2017: WMST UN3915
Course Number 001/02432
Times/Location W 4:10pm - 6:00pm
Instructor Selina Makana 4
Points 23/25
Enrollment

WMST W4303 Gender, Globalization, and Empire. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Prerequisites: Enrollment limited to 20 students.
Study of the role of gender in economic structures and social processes comprising globalization and in political practices of contemporary U.S. empire. This seminar focuses on the ways in which transformations in global political and economic structures over the last few decades including recent political developments in the U.S. have been shaped by gender, race, sexuality, religion and social movements.

WMST W4305 Feminist Postcolonial Theory. 4 points.
Prerequisites: Critical Approaches and/or permission of instructor.
Enrollment limited to 20 students.
Examines important concerns, concepts and methodological approaches of postcolonial theory, with a focus on feminist perspectives on and strategies for the decolonization of Eurocentric knowledge-formations and practices of Western colonialism. Topics for discussion and study include orientalism, colonialism, nationalism and gender, the politics of cultural representations, subjectivity and subalternity, history, religion, and contemporary global relations of domination.

WMST W4308 Sexuality and Science. 4 points.
Not offered during 2017-18 academic year.

Examines scientific research on human sexuality, from early sexology through contemporary studies of biology and sexual orientation, surveys of sexual behavior, and the development and testing of Viagra. How does such research incorporate, reflect, and reshape cultural ideas about sexuality? How is it useful, and for whom?

WMST W4320 Queer Theories and Histories. 4 points.
Enrollment limited to 20. Not offered during 2017-18 academic year.

The course will cover a range of (mostly U.S. and mostly 20th-Century) materials that thematize gay, lesbian, bisexual, transgender experience and identity. We will study fiction and autobiographical texts, historical, psychoanalytic, and sociological materials, queer theory, and films focusing on modes of representing sexuality and on the intersections between sexuality and race, ethnicity, class, gender, and nationality. We will also investigate connections between the history of LGBT activism and current events. Authors will include Foucault, Freud, Butler, Sedgwick, Anzaldua, Moraga, Smith. Students will present, and then write up, research projects of their own choosing.

Religion
219 Milbank Hall 212-854-2597
Department Assistant: Tynisha Rue

At the beginning of the twenty-first century, religion plays a central role in virtually every aspect of human society around the globe. The Religion department’s curriculum offers students the opportunity to explore the histories, texts, and practices of many of the world’s religious communities and to consider both the profound ways in which religion has worked historically and how it continues to inform and affect the cultural, political, and ethical debates of the current moment. In addition, our curriculum invites students to reflect on the challenging theoretical questions that are generated by the category “religion” itself, an abstract category that has its own complicated history. The academic study of religion is self-consciously interdisciplinary, drawing upon the methods and insights of literary studies, historiography, social analysis, and cultural comparison. Moreover, the study of religion reminds us that religious identities demand sustained critical analysis, intersecting complexity as they do with race, class, gender, and ethnicity, among other categories of affiliation and identification. In its teaching, research projects, and public programming, the Religion department promotes engaged intellectual inquiry into the rich diversity of religious institutions, rituals, ideas, and communities both past and present.

The Departments of Religion at Barnard and Columbia marshal an array of academic approaches to the study of religion, representing the depth and diversity of the world’s religious traditions, past and present. The category of religion—a term with key related terms like belief, spirituality, mystical experience, and ritual—is historically and culturally contingent; many of our courses interrogate these terms and the conditions of their construction. Yet we are committed to engaging “religion,” which persists so strongly in common usage and public debate, and is so hard to capture in any related domain or theoretical system.

Morningside Heights provides unique resources for the study of religion. The University’s specialized programs and centers, especially its regional institutes, create a context for exploring in depth the linguistic, literary, political, and cultural milieus that bear on particular religious traditions. The new Center for the Study of Science and Religion enriches curricular offerings in that field. Barnard’s Center for Research on Women often focuses on issues of ethics and policy where questions of religion and gender are paramount, and Barnard
Religion faculty are particularly active in the area. Barnard and Columbia offer intensive language training in the languages of the major religious traditions of the world: Arabic, Chinese, Greek, Hebrew, Japanese, Latin, Persian, Sanskrit and other Indic languages, and Tibetan, among others. The Jewish Theological Seminary of America and Union Theological Seminary, with their world-renowned libraries, are our neighbors. And the city as a whole provides one of the world’s best laboratories for the study of religion.

Our program tries to help students discover these resources and use them well. Many courses fulfill the College’s general education requirements.

**Mission**

Goals for the Academic Study of Religion at Barnard

The faculty in Religion at Barnard have organized the curriculum around several interlocking goals:

- To help students learn to engage critically with different religious traditions in their historical and cultural settings;
- To attune students to the different theoretical, methodological, and disciplinary approaches required for critically interrogating different religious archives, performances, communal formations, artifacts, and ideas;
- To provide students with the critical tools for understanding the influence of religion on individuals and society;
- To open up the category of “religion” to critical investigation, both to consider its history and to understand how it comes to be applied to a variety of human and social phenomena.

**Student Learning Outcomes**

What Students Learn when Pursuing the Academic Study of Religion at Barnard

Students who are successful in our curriculum will learn to:

- Read/view/engage primary sources and scholarly materials critically and with subtlety;
- Situate religious texts, performances, artifacts, and ideas in historical, social, political, and cultural contexts;
- Understand the importance of perspective when analyzing religious ideas, claims, and sources;
- Express themselves fluently in writing and speaking about the materials under investigation.

In addition, they will:

- Develop an acquaintanceship with the history of theoretical debates about “religion” — how the intellectual history of the field has shaped the object of knowledge for the field — and
- Become familiar with a range of methodological approaches appropriate to the object of study (e.g., literary interpretation and analysis; historical contextualization; ethnographic participant observation; philosophical inquiry; analysis of visual, artistic, archaeological, architectural evidence).

**Chair:** Elizabeth Castelli (Professor)

**Professors:** Gil Anidjar, Courtney Bender, Katherine Ewing, Bernard Faure, Wayne Proudfoot, Robert Somerville, Mark C. Taylor, Robert Thurman

**Associate Professors:** Michael Somerville, Mark C. Taylor, Robert Thurman

**Assistant Professors:** Clemente Boulouque, Katharina Ivanyi, Josef Sorett, Zhaohua Yang

Other officers of the University offering courses listed below:

**Requirements for the Major**

The department’s strengths in comparative study, textual and social analysis, philosophy, theory, and cultural history allow students to balance close study in one area with a broad investigation of the field we name “religion.” Working closely with an advisor in the department, majors construct a cluster of five courses that relate to one another in a coherent fashion (#1, below) and support the senior thesis. To complement this depth, they select three courses that lend breadth to their studies in religion (#2). Students considering Religion as a major should contact the chair or a member of the department in their sophomore year to begin planning their programs.

The Religion major requires twelve courses, as follows:

1) Major cluster: **five courses**, including one seminar. As many as two of these courses may come from other departments, and individually supervised research (UN 3901-2: Guided Readings) may also be included. This cluster of courses may be organized around a particular tradition or geographic area: Hinduism, Islam, Religion in America, etc. Alternatively, students may design clusters that focus on a set of related subjects and concerns, such as: Religion in New York; Religion in theory and practice; Religion and culture; Religious texts and histories; Religion and migration; Religion, women, gender; and Religion, race, nation, ethnicity.

Yet these are only exemplary. Students are urged to design their own clusters, supplementing departmental listings with religion-related courses posted on the Barnard Religion Department’s website as Religion Related Courses (http://religion.barnard.edu/sites/default/files/inline/religionrelatedcourses.pdf). Courses taken outside of the religion department must be approved by the student’s adviser or department chair. Several sample majors (http://religion.barnard.edu/majors-minors/#sample) are posted on the Barnard Religion Department’s website.

2) Breadth: **three Religion courses** - either lecture or seminar - that lend geographical, historical, and/or disciplinary range to a student’s program.

3) One semester of the course entitled “Religion Lab” (Religion GU4905), which focuses on methods, strategies, and materials utilized in the field of religious studies. Through guided exercises and selected exemplary readings, students learn research skills for locating and identifying primary and secondary sources. They are also exposed to important scholarly frameworks necessary for properly analyzing these sources. Majors are encouraged to take this course by their junior year as it serves to prepare them for their senior thesis.

4) One semester of the course entitled “Theory” (UN3799), engaging major theoretical issues in the field.

5) The two-semester Senior Research Seminar (BC 3997-8), which must be taken in sequence, beginning in autumn and continuing through the spring, and which structures the experience of preparing a senior thesis. Students work together in this seminar to develop, critique, and accomplish their research projects, submitting a formal proposal and
partial draft in the fall, and completing the research and writing in the spring.

Language Courses: Students may fulfill up to two of their required twelve courses through language study pending department approval. If a language is considered vital or important to a student’s major concentration, she may petition for credit with 1 year (two semesters) of courses counting as one course towards the religion major.

To summarize:
5 courses – Concentration
3 courses – Breadth
1 course – Religion Lab
1 course – Theory
2 courses – Senior Seminar

The department encourages study abroad, particularly in summers or in one semester of the junior year, and is eager to help facilitate internships and funded research. These possibilities often contribute very meaningfully to the senior essay project.

Minors and Combined Majors
A Religion minor comprises five Religion courses at any level, one of which must be RELI V3799 Theory. In addition, students are encouraged to include among the remaining four courses at least one seminar. Students intending to minor in Religion should contact the department chair.

Combined majors are offered with the programs in Human Rights and in Jewish Studies.

RELI BC3997 Senior Research Seminar. 4 points.
Working research seminar devoted to helping students produce a substantive piece of writing that will represent the culmination of their work at the College and in the major.

RELI BC3998 Senior Research Seminar. 8 points.
One year course - 4 points per term.

Working research seminar devoted to helping students produce a substantive piece of writing that will represent the culmination of their work at the College and in the major.

RELI UN2305 Islam. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An introduction to the Islamic religion in its premodern and modern manifestations. The first half of the course concentrates on "classical" Islam, beginning with the life of the Prophet, and extending to ritual, jurisprudence, theology, and mysticism. The second half examines how Muslims have articulated Islam in light of colonization and the rise of a secular modernity. The course ends with a discussion of American and European Muslim attempts at carving out distinct spheres of identity in the larger global Muslim community.

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RELI UN3340 Early Christianity. 3 points.
Examines the competing currents within early Christianity, with emphasis placed on the literary and social expressions of Christian belief and identity. Topics to be covered include persecution and martyrdom, debates over authority and religious experience, orthodoxy and heresy, and asceticism and monasticism, among others.

RELI UN3901 Guided Reading and Research. 1-4 points.
Prerequisites: the instructor's permission.

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RELI GU4105 Religion Lab. 4 points.
Discussion Section Required

In their research, scholars of religion employ a variety of methods to analyze "texts" ranging from historical documents to objects of visual culture. This course acquaints students with both the methods and the materials utilized in the field of religious studies. Through guided exercises, they acquire research skills for utilizing sources and become familiarized with dominant modes of scholarly discourse. The class is organized around a series of research "scavenger hunts" that are due at the start of each week's class and assigned during the discussion section (to be scheduled on the first day of class). Additional class meetings on Thursdays.

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RELUN1610 Religion and Popular Culture. 3 points.
When we hear "pop culture," we often think of it in comparison to a "high culture." In reality, popular culture is something that everyone has easy access to, and represents a common language of the people. Religion permeates American popular culture in surprising ways, and is part of national vocabulary. In addition, religious communities turn to popular culture as a way to preserve their own identities and uniqueness in the face of homogenization and assimilation.....

RELUN1615 Vampires. 3 points.
Do you believe in vampires? Like ghosts and zombies, vampires circulate in a secularized world and few are those who would speak of a "vampire religion." This course will attempt to do that. It will ask about the ubiquitous figure of the vampire, insofar as it evokes the ancient and the archaic, the modern and the postmodern. With Bram Stoker's Dracula as our guide, and with the help of film, we will explore the religious significance of vampires and what they mean for the salvation — or perdition — of the soul. We will wonder about vampires and sexuality, vampires and media, vampires and (geo-)politics, and even vampires and the economy.

RELUN1620 Religion and the Movies. 3 points.
This class is an introduction to both film and religious studies and aims to explore their interaction. Ranging from auteurs to blockbusters, the course will analyze movies that make use of the sacred and of religious themes, figures or metaphors. The course will probe the definitions and boundaries of religion -as theology, myth, ideology- and will show students how religion remains a critical presence in the arts, even in a secular guise. We will look at the ways in which popular culture can serve religious functions in contemporary society and examine how faith is represented in popular culture.

RELUN2205 Buddhism: Indo-Tibetan. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India, as well as selected non-Indian forms.

RELUN2304 Christianity. 3 points.
Survey of Christianity from its beginnings through the Reformation. Based on lectures and discussions of readings in primary source translations, this course will cover prominent developments in the history of Christianity. The structure will allow students to rethink commonly held notions about the evolution of modern Christianity with the texture of historical influence.
RELI UN3311 Islam in the Post-Colonial World. 3 points.

This course focuses on the multiple manifestations of the Islamic vision in the modern world. It begins with a survey of core Muslim beliefs before shifting to an examination of the impact of colonization and secular modernity on contemporary formulations of Islam.

RELI UN3357 I and We in the Christian East: The Making of Identity. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will provide a survey of Christian history in the eastern Mediterranean and Near East from roughly the fourth to the eleventh centuries with particular attention to religion and identity. How would the various Christians in this era answer the questions: “Who am I?” “Who are we?” How did their understanding of the divine influence their understanding of themselves and how was this identity enacted through writing and ritual? Though our focus will be on this period, we will also consider the framing of the history of “Eastern” Christianity into the modern period. No prerequisites.

RELI UN3407 Muslims in Diaspora. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Consideration of controversies surrounding mosque-building, headscarves, honor killing, and other publicized issues that expose tensions surrounding citizenship and belonging for Muslims in North America and Europe. Exploration of film and other media representations of Muslims in the West. There will be additional meeting times for film screenings.

RELI UN3425 Judaism and Courtly Literature in Medieval and Early Modern Iberia and Italy. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

The course explores secular Jewish literature composed in the medieval and Early Modern Mediterranean in the context of its Arabic and Romance-language counterparts. After examining the literary, linguistic and philosophical backdrop of Jews in the Islamic Empire, we will focus on poetry and prose of al-Andalus, Christian Spain and Italy. We will look at examples of how Jews depicted themselves and how Christian and converso thinkers portrayed Jews. In addition, we will consider two crossover writers, one Jew in Spain and one in Italy, whose compositions in Castilian and Italian were accepted and integrated into Christian society. Historical materials will accompany textual examples, which span the eleventh through sixteenth centuries.

RELI UN3511 Tantra in South Asia, East Asia & the West. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

An introduction to the history, literature, and ideology of Tantric and Tantric texts, deities, rituals, and traditions, proceeding chronologically from the early centuries C.E. to current forms of Tantric practice, and primarily covering India, China, and Japan. Attention will also be given to contemporary iterations of Tantra in the West. Questions of definition, transmission, patronage, gender, and appropriation will link the various sections of the course. Readings include primary texts, secondary sources, local case studies, and art historical material.

RELI UN3575 Evangelicalism: Sex, Media, and Religion in America. 3 points.

Crossing denominations and encompassing a range of theological commitments, evangelical Christianity can be described as a theological disposition, a mode of hermeneutical practice, a theological-aesthetic sensibility, a mass spiritual movement, a practice of cultivating sacred affect, an errand to the world, and a genre of theological disposition, a mode of hermeneutical practice, a theological-aesthetic sensibility, a mass spiritual movement, a practice of cultivating sacred affect, an errand to the world, and a genre of evangelical self-definition, and the ways that evangelical theological categories have shaped what we think of as “the secular” in the United States.

RELI UN3902 Guided Reading and Research. 1-3 points.
Prerequisites: the instructor’s permission.

Spring 2018: RELI UN3902

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<th>Course Number</th>
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RELIGION

RELIGION 4212 Modern Buddhism. 4 points.
What most Americans and Europeans call ‘Buddhism’ today is in fact a hybrid tradition dating back to the 19th century. It owes as much to European philosophy and esoteric thought as to Asian traditions themselves and appeared in the context of decolonization. This course will survey the history of this recent tradition, identifying cultural and political trends that contributed to its creation in various geographical areas. Readings include several primary texts by important proponents of Modern Buddhism. The texts should also be read in comparison with the appropriate scholarly works on the Asian traditions they supposedly draw on. One course on Buddhism or East Asian Religions is recommended, but not required, as background.

RELIGION 4305 Secular and Spiritual America. 4 points.
Prerequisites: Majors and concentrators receive first priority. Are Americans becoming more secular or more spiritual (not religious), or both? What are the connections between secularism and what is typically called non-organized religion or the spiritual in the United States? We will address these questions by looking at some of the historical trajectories that shape contemporary debates and designations (differences) between spiritual, secular and religious.

RELIGION 4307 Interactions of Buddhism and Daoism in China. 4 points.
Prerequisites: one course on Buddhism or Chinese religious traditions is recommended, but not required, as background. In this course we will read English scholarship that probes the complex relationships between Buddhism and Daoism in the past two millennia. Students are required not only to be aware of the complementarity and tensions between them, but to be alert to the nature of claims to religious distinction or mixing and the ways those claims were put forward under specific religio-historical circumstances. The course is designed for advanced undergraduate and graduate students in East Asian religion, literature, history, art history and anthropology.

RELIGION 4308 Jewish Philosophy and Kabbalah. 4 points.
The purpose of this seminar is to study the interactions between two major intellectual trends in Jewish History, the philosophical and the mystical ones. From the medieval period to the twenty-first century, we will discuss their interactions, polemics and influences. We will compare Philosophy and Kabbalah in light of their understanding of divine representation and in light of their respective Theology and conception of God.

RELIGION 4315 Sufis and the Qur’an. 4 points.
This course is a seminar for advanced undergraduates and graduate students who wish to gain an understanding of the complexity and richness of the Sufi exegetical tradition. The Qur’an has been the main source of inspiration and contemplation for Sufis for centuries....

RELIGION 4318 Interpreting Buddhist Yoga: Hermeneutics East West Quantum. 4 points.
A seminar exploring the meanings of Buddhist Tantra and being, time, space, gender, technology, and mysticism through traditional religious, modern, post-modern, digital, quantum, and Buddhist “hermeneutics,” the science and art of interpretation. We will read ancient and modern classics on hermeneutics, by Schleiermacher, Gadamer, Heidegger, Barthes, and Ricoeur; Indian and Tibetan works on their systems of interpretation, at least as sophisticated as anything from Europe; and contemporary works on how digital technology brings us into a world of new meaning for everything, including Buddhist yoga.

RELIGION 4326 Sufism in South Asia. 4 points.
Sufism has been described as the mystical side of Islam. This seminar for advanced undergraduates and graduate students will examine Sufism in South Asia as a spiritual, ethical and self-forming activity that has been profoundly affected by the historical, sociocultural, political, and everyday environments in which it is experienced and practiced.

RELIGION 4355 The African American Prophetic Political Tradition from David Walker to Barack Obama. 4 points.
Through a wide range of readings and classroom discussions, this course will introduce students to the crucial role that the unique African-American appropriation of the Judeo-Christian prophetic biblical tradition has played – and continues to play – in the lives of black people in America.

RELIGION 4365 Revolutionary Women and Political Islam. 4 points.
Muslim female reformers and revolutionaries were at the forefront of many of the 20th and early 21st centuries’ historic socio-political and religious movements across the Global South. Members of diverse classes, families, and ethnic communities, many worked within the tenets of Islam in multiple ways to construct religious identity and work towards achieving and demanding civil and political rights. Yet the myriad theoretical and popular discourses underpinning emergent and longstanding women’s movements within revolutionary contexts are frequently overlooked. Moreover, representations of Muslim women too often rely on essentialist, ahistorical, static, victim-centered, and Orientalist descriptions and analyses. As a result, shades of difference in interpretation, ideology, practice, and culture are minimized. This course situates Muslim women as complex, multidimensional actors engaged in knowledge production and political and feminist struggles. We will read key texts and analyses from scholars and activists writing on religion, gender, sexuality, family planning, and women’s status in the contemporary Global South. The following questions will emerge in our discussions: “When is a hejab just a hejab?,” “Do Muslim Women Really Need Saving?,” and “What is an ‘Islamic Feminist’ and Should We Care?” Readings include memoirs, editorials, ethnographies, and political treatises, as well as historical scholarship from North Africa, the Gulf, the Levant, and Southeast Asia.

RELIGION 4513 Buddhism and Neuroscience. 4 points.
With the Dalai Lama’s marked interest in recent advances in neuroscience, the question of the compatibility between Buddhist psychology and neuroscience has been raised in a number of conferences and studies. This course will examine the state of the question, look at claims made on both sides, and discuss whether or not there is a convergence between Buddhist discourse about the mind and scientific discourse about the brain.

RELIGION 4514 Defining Marriage. 4 points.
This seminar examines the changing purpose and meaning of marriage in the history of the United States from European colonization through contemporary debates over gay marriage. Topics include religious...
views of marriage, interracial marriage, and the political uses of the institution.

RELI GU4535 Buddhist Contemplative Sciences. 4 points.
This course will explore key Buddhist contemplative sciences, including: stabilizing meditation; analytic insight meditation; the four immeasurables; form and formless trances; mind training; and the subtle body-mind states activated and transformed through advanced Tantric yoga techniques. These will be explored both within their traditional interdisciplinary frameworks, as well as in dialog with related contemporary arts and sciences.

RELI GU4616 Technology, Religion, Future. 4 points.
This seminar will examine the history of the impact of technology and media on religion and vice versa before bringing into focus the main event: religion today and in the future. We'll read the classics as well as review current writing, video and other media, bringing thinkers such as Eliade, McLuhan, Mumford and Weber into dialogue with the current writing of Kurzweil, Lanier and Taylor, and look at, among other things: ethics in a Virtual World; the relationship between Burning Man, a potential new religion, and technology; the relevance of God and The Rapture in Kurzweil's Singularity; and what will become of karma when carbon-based persons merge with silicon-based entities and other advanced technologies.

RELI GU4637 Talmudic Narrative. 4 points.
This course examines the rich world of Talmudic narrative and the way it mediates between conflicting perspectives on a range of topics: life and death; love and sexuality; beauty and superficiality; politics and legal theory; religion and society; community and non-conformity; decision-making and the nature of certainty. While we examine each text closely, we will consider different scholars’ answers – and our own decision-making and the nature of certainty. While we examine each text closely, we will consider different scholars’ answers – and our own answers – to the questions, how are we to view Talmudic narrative generally, both as literature and as cultural artifact?

Cross-listed Courses
Art History and Archaeology
Anthropology (Barnard)
ANTH GU4284 Islam and Theory. 3 points.
Readings in recent research.

Asian and Middle Eastern Cultures (Barnard)
ASCM UN2003 Introduction to Islamic Civilization. 4 points.
Lecture and recitation. Islamic civilization and its characteristic intellectual, political, social, and cultural traditions up through 1800.

Spring 2018: ASCM UN2008

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ASCM UN2357 Introduction to Indian Civilization. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges.

East Asian Languages and Cultures
EAAS UN3841 THE SUPERNATURAL IN EAST ASIA. 4 points.
This transnational and interdisciplinary undergraduate seminar familiarizes students with supernatural stories from China, Japan, Korea, and Tibet. Based on close reading of literary and religious texts as well as relevant films, we attempt to understand the role of the supernatural in shaping East Asian cultural identities. We also compare stories from different East Asian countries and see how people from these countries imagine the supernatural realm in both similar and varying ways. Most crucially, we seek the momenta that propel the writing and circulation of these strange stories. All readings are in English. No knowledge of East Asian languages is required.

History
HIST GU4704 Sunnis, Shias, and Others. 4 points.
This seminar explores historical formations of religiously-defined identities in Islam. The most commonly known religiously-defined identities in Islamic history are those of Sunnis and Shias (for the sake of convenience, the word Shia is used consistently throughout this course instead of Shi‘i or Shiite, etc.). Besides Sunni and Shia, many other religiously-defined identity labels have been and continue to be used in the history of Muslim societies. Suflis, for instance, may identify themselves as either Sunni or Shia: sometimes they are shunned by both Sunnis and Shias. Tens of different Sufi group affiliations, also known as Sufi Brotherhoods are known. Still, there have existed so many other such identity labels that mostly now are forgotten, deemed irrelevant or sometimes subsumed other labels: Salafis, Ismailis, Qadiyani or Ahmadis, Azalis, Panjpris, Nusayris, Alewis, and ghulat are but few examples of such religiously-defined identities. The notion of “sect” is often used, but the applicability of this term which has strong roots in Christian history to Islamic identities needs clarification. This seminar also examines the modes in which religiously-defined identities may become obsolete or otherwise be rendered insignificant. The historical process of making and unmaking “orthodoxy” is linked with the ways in which various religiously-defined identities may come under a unifying rubric. The notion of Schools of law (Mazhab) and Schools of theology (Mutazilah, Sharia, Maturidi, etc.) is linked with local dynasties, patrician families, community & neighborhood dynamics, etc. The effect of ritual practice, rites of passage, geographical localization, etc is discussed, drawing on primary sources and contemporary studies mostly in history and anthropology. Examples are drawn from the Middle East, South Asia, East Asia, Europe, the Americas and elsewhere. The course is divided
into three chronologically defined parts: classical (7th-16th centuries), post-classical (17th-19th centuries) and modern (20th century).

HIST UN2657 Medieval Jewish Cultures. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course will survey some of the major historical, cultural, intellectual and social developments among Jews from the fourth century CE through the fifteenth. We will study Jewish cultures from the Christianization of the Roman Empire, the age of the Talmuds, the rise of Islam, the world of the Geniza, medieval Spain, to the early modern period. We will look at a rich variety of primary texts and images, including mosaics, poems, prayers, polemics, and personal letters. Field(s): JEW/MED

HIST UN3739 The Islamic City. 4 points.
The seminar will examine several "Islamic" cities in depth, focusing on critical moments in their histories. The approach will help us acquire a good knowledge of these centers and enable us to highlight their dynamic histories, thereby demystifying their images frozen in a particular period. More specifically, Damascus will not be constrained to the early medieval period, but will be investigated for its Greco-Roman history, the Ottoman interventions in the pre-modern period, the nineteenth-century transformations, and the French planning experiments under the Mandate. Istanbul will not be presented only as a sixteenth-century capital, but will be scrutinized in terms of its transformation from a Byzantine fabric into an Ottoman one, as well as a pioneering experiment in nineteenth-century modernization reforms. Situating urban forms, “the tangible substance, the stuff” of cities, at the center of our discussions, we will investigate political, social, cultural, and economic factors that framed their formation, as well as the subsequent effects the cities made on these webs—both waves working in a continuous dynamic. The seminar will begin by a critical reading of the theories on the "Islamic" city, developed as a rigid formula during the colonial era, and their deconstruction by recent scholarship.

Middle Eastern, South Asian, and African Studies

ASCM UN2003 Introduction to Islamic Civilization. 4 points.
Lecture and recitation. Islamic civilization and its characteristic intellectual, political, social, and cultural traditions up through 1800.

ASCM UN2008 Contemporary Islamic Civilization. 4 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Lecture and recitation. No previous study of Islam is required. The contemporary Islamic world studied through freshly translated texts; recorded interviews with religious, political, and intellectual leaders; and films highlighting the main artistic and cultural currents. Topics include religion and society, religion and politics, issues of development, theories of government, gender issues, East-West confrontation, theatre, arts, films, poetry, music, and the short novel.

Women's Studies (Barnard)

WMST GU4302 The Second Wave and Jewish Women's Artistic Responses: 1939-1990. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Permission of instructor. Enrollment limited to 13 students.

A study of Jewish women’s fiction, memoirs, art and film in response to the feminist/gender issues raised by the Second Wave. The seminar includes analysis of the writings and artwork of Jo Sinclair, Tillie Olsen, Judy Chicago, Helene Aylon, Elana Dykewomon, Rebecca Goldberg, E.M. Broner and others.

Spring 2018: WMST GU4302
Course Number Section/Call Number Times/Location Instructor Points Enrollment
WMST 4302 001/00295 M 4:10pm - 6:00pm 403 Barnard Hall Irena Klepfisz 4 11/18

Science and Public Policy

504 Altschul Hall
212-854-5102
Department Assistant: Joanna Chisolm

Mission

As part of the College's mission to prepare scientists, policy-makers, and an educated citizenry for the moral challenges presented by future scientific advances, Barnard offers a unique collection of courses focusing on issues at the frequently volatile intersection point where science, public policy, and societal concerns collide. These courses are interdisciplinary in nature, team-taught by Barnard faculty from a variety of departments, and held in seminar format with limited enrollments, typically juniors and seniors. Recent topics concern ecological vs. financial imperatives in developing Third-World biodiversity, manipulation of the human genome, privacy issues and ethical dilemmas arising from genetic testing, misguided eugenics programs and race science, the Manhattan Project, as well as the Cold War build-up of nuclear arsenals in the United States and former Soviet Union.

Professors: Philip Ammirato (Biological Sciences), Tim Halpin-Healy (Physics), Brian Morton (Biological Sciences), Richard Pious (Political Science), Rajiv Sethi (Economics)

Requirements for the Science, Policy & Ethics Minor

The minor in Science, Policy & Ethics, which requires 5 courses total, can be created by complementing a selection of core SCPP seminars with relevant foundational work in the philosophy and religion departments, as follows:

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<td>SCPP BC3334</td>
<td>Science, State Power &amp; Ethics</td>
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<td>SCPP BC3335</td>
<td>Environmental Leadership, Ethics &amp; Action</td>
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Philosophy Department Coursework

Introductory Level: 3
In years in which they are offered, an ethics course in the Religion Department, such as: RELI V3000 Buddhist Ethics may be substituted for one of the advanced level Philosophy courses listed above. In addition, with approval of the SCPP Director, other Morningside campus courses [e.g., HIST BC3305, HIST BC4909, HIST BC4064, WMST BC3131 Women and Science] bearing great relevance to issues of science & society may be substituted.

SCPP BC3333 Genetics, Biodiversity & Society. 4 points.

Prerequisites: Instructor’s permission required. Students should contact B. Morton.
Module I: Development and Valuation of Plant Genetic Resources. Science and consequences of plant breeding, biotechnology, and genetic engineering; costs and benefits of maintaining biodiversity; public policy issues and options. Module II: Genetic Technology and Society. Human genome project, scientific basis and interpretation of genetic screening; individual choice, social implications, and ethical issues.

SCPP BC3334 Science, State Power & Ethics. 4 points.

Seminar

Prerequisites: Enrollment limited to 10 students.
A comparative study of science in the service of the State in the U.S., the former Soviet Union, Fascist Italy, and Nazi Germany during pivotal periods through the first half of the 20th century. Topics to be covered include the political and moral consequences of policies based upon advances in the natural sciences making possible the development of TNT, nerve gas, uranium fission and hydrogen fusion atomic bombs. Considers the tensions involved in balancing scientific imperatives, patriotic commitment to the nation-state, and universal moral principles and tensions faced by Robert Oppenheimer, Andrei Sakharov, Neils Bohr and Werner Heisenberg. Selected readings include: Michael Frayn’s play Copenhagen, Hitler’s Uranium Club by Jeremy Bernstein, Brecht’s Galileo, John McPhee’s The Curve of Binding Energy, Richard Rhodes’ The Making of the Atomic Bomb.

Select two of the following: 6-7

PHIL V2593 Science and Religion
PHIL UN2702 Contemporary Moral Problems
PHIL V3701 Ethics and Medicine

PHIL BC1001 Introduction to Philosophy 3 points.
Survey of some of the central problems, key figures, and great works in both traditional and contemporary philosophy. Topics and texts will vary with instructor and semester.

Spring 2018: PHIL BC1001

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PHIL UN1010 Methods and Problems of Philosophical Thought. 3 points.
Critical introduction to philosophical problems, ideas and methods.

Fall 2017: PHIL UN1010

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SCPP BC3335 Environmental Leadership, Ethics & Action. 4 points.


SCPP BC3340 Exhibitions: Engaging Public Understanding. 1 point.
Not offered during 2017-18 academic year.

Corequisites: Enrollment limited to 18 students. Museum exhibitions educate the public, inform discourse, and shape opinion. Students work with curators and exhibition designers on conceptualization and research, design and preparation, writing interpretative material, and developing media and ancillary programming. Students engage in the communication of learning goals through both the exhibition’s content and its physical manifestation.

Cross-Listed Courses

PHIL BC1001 Introduction to Philosophy. 3 points.
SCPP BC3334 001/02650 T 4:10pm - 6:00pm 514 Altschul Hall Timothy Halpin-Healy, Richard Pious 4 9/10

SCPP BC3335 Environmental Leadership, Ethics & Action. 4 points.


SCPP BC3340 Exhibitions: Engaging Public Understanding. 1 point.
Not offered during 2017-18 academic year.

Corequisites: Enrollment limited to 18 students. Museum exhibitions educate the public, inform discourse, and shape opinion. Students work with curators and exhibition designers on conceptualization and research, design and preparation, writing interpretative material, and developing media and ancillary programming. Students engage in the communication of learning goals through both the exhibition’s content and its physical manifestation.

Cross-Listed Courses

PHIL BC1001 Introduction to Philosophy. 3 points.
Survey of some of the central problems, key figures, and great works in both traditional and contemporary philosophy. Topics and texts will vary with instructor and semester.

Fall 2017: PHIL BC1001

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Spring 2018: PHIL BC1001

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PHIL UN1010 Methods and Problems of Philosophical Thought. 3 points.
Critical introduction to philosophical problems, ideas and methods.

Fall 2017: PHIL UN1010

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Spring 2018: PHIL UN1010

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<td>Melissa Fusco</td>
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</table>
PHIL V2593 Science and Religion. 3 points.

Open to all undergraduates. Not offered during 2017-18 academic year.

The course investigates what many people have viewed as a "quarrel" between science and religion. It explores what science is, and what religion is, and asks what authority can offer for the various claims they make. As the natural sciences provide increased knowledge of the cosmos, is there still a place for religion? The course has no prerequisites.

PHIL UN2702 Contemporary Moral Problems. 3 points.

Questions about how people should act have historically been central to philosophy. This course introduces students to philosophy through an examination of some important moral problems that arise in the twenty-first century. The aim is not only to offer ideas for thinking through the issues covered, but also to provide tools for general moral reflection. Topics covered will include: the legitimacy of asking migrants to abandon their traditional practices, responsibilities to distant people and to future generations, abortion and genetic testing of the unborn, the proper treatment of animals, and the permissibility of war and terrorism.

Spring 2018: PHIL UN2702

PHIL 2702  001/23245  M W 1:10pm - 2:25pm  517 Hamilton Hall  Philip Kitcher  3  67/80

PHIL V3720 Ethics and Medicine. 3 points.


Not offered during 2017-18 academic year.

Prerequisites: Limited enrollment by permission of the instructor. First-day attendance required.

Philosophical examination of moral issues in medical theory and practice. Analysis of the ethics of the doctor-patient relationship, e.g., informed consent, truth-telling, paternalism; topics in bioethics, e.g., abortion, euthanasia, experimentation on humans; justice and access to health care; human genetics.

RELI V3000 Buddhist Ethics. 3 points.

Prerequisites: the instructor's permission.

An investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian.

WMST BC3131 Women and Science. 4 points.


Prerequisites: Enrollment limited to 18 students.

History and politics of women's involvement with science. Women's contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science education. Feminist critiques of biological research and of the institution of science.
In addition, the Department expects the following outcomes of all majors:

- Students should demonstrate broad knowledge of at least one major aspect (e.g. literature, politics, or history) of the culture studied
- Students should acquire and convey, in an appropriate academic form, deep knowledge of a particular topic or question relating to the culture studied

Entering students should see Professor Frank Miller (708 Hamilton, 854-3941) for a placement examination: a sufficiently high grade will automatically fulfill the language requirement; other students will be placed accordingly. Native speakers of Russian or any Slavic language should consult with the department chair. The Department is a member of "Dobro Slovo" (The National Slavic Honor Society) and is pleased to induct its qualifying students into the society.

**Acting Chair:** Helene Foley (Professor of Classics)
**Term Assistant Professor:** Bradley Gorski
**Adjunct Lecturers:** Irina Denischenko and Vasily Lvov

Other officers of the University offering courses in Slavic:

**Professors:** Valentina Izmirilieva (CHAIR), Liza Knapp (Director, Undergraduate Studies), Cathy Popkin (Director, Graduate Studies), Irina Reyfman (Director of Undergraduate Studies), Alan Timberlake
**Associate Professor:**
**Assistant Professors:** Adam E. Leeds, Jessica E. Merrill, Alla Smyslova (Russian Language Program Director)
**Lecturers:** Aleksandar Boskovic, Christopher Harwood, Nataliya Kun, Mona M. Momescu, Yuri Shevchuk,

**Requirements for the Major**

There are four majors available to students in the department. Prospective students are encouraged to consult with a member of the faculty as early as possible in order to determine the major track and selection of courses that will best serve her background and interests.

**Russian Language and Literature**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUSS UN1101</td>
<td>First-year Russian I</td>
<td>10</td>
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<tr>
<td>- RUSS UN1102</td>
<td>and First-year Russian II</td>
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<tr>
<td>RUSS UN1201</td>
<td>Second-year Russian I</td>
<td>10</td>
</tr>
<tr>
<td>- RUSS UN2102</td>
<td>and Second-year Russian II</td>
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<td>RUSS UN3101</td>
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<tr>
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<td>and Third-Year Russian II</td>
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<tr>
<td>RUSS UN3430</td>
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<td>- RUSS UN3431</td>
<td>and Russian for Heritage Speakers II</td>
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<tr>
<td>RUSS W4333</td>
<td>Fourth-year Russian I</td>
<td>4</td>
</tr>
<tr>
<td>RUSS GU4334</td>
<td>Fourth-year Russian II</td>
<td>4</td>
</tr>
</tbody>
</table>

Select six courses in Russian Literatures to include: **

- RUSS UN3220 Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English] 3
- RUSS UN3221 Literature & Revolution [In English] 3
- At least two courses with required reading in Russian 3
- RUSS UN3595 Senior Seminar 3

* Native speakers of Russian who place out of these courses must substitute at least two courses, of which one must be RUSS UN3430 Russian for Heritage Speakers I
** Other Russian literature courses may be substituted upon consultation with adviser. With permission of adviser one course on Russia offered in a department other than Slavic may be substituted.

**Slavic and East European Literature and Culture**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
</table>
| Completion of third-year course (or the equivalent in Czech, Polish, Serbo-Croatian, or Ukrainian language 10
| Select six courses in literature, theatre, or film of the region, potentially including independent study courses 4
| Select two courses in related fields (history, art history, music, etc.) to include at least one course in the history of the region 8
| Select two semesters of senior seminar or the equivalent leading to the completion of a senior thesis 10

**Note:** A student in this major must design her program in close consultation with her adviser in order to insure intellectual, disciplinary, and regional coherence.

**Russian Regional Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
</table>
| Select four years of Russian: 10
| RUSS UN1101 | First-year Russian I                           | 10     |
| - RUSS UN1102 | and First-year Russian II                      |        |
| RUSS UN1201 | Second-year Russian I                          | 10     |
| - RUSS UN2102 | and Second-year Russian II                     |        |
| RUSS UN3101 | Third-year Russian I                           | 8      |
| - RUSS UN3102 | and Third-Year Russian II                      |        |
| RUSS UN3430 | Russian for Heritage Speakers I                | 6      |
| - RUSS UN3431 | and Russian for Heritage Speakers II           |        |
| RUSS W4333 | Fourth-year Russian I                          | 4      |
| RUSS GU4334 | Fourth-year Russian II                         | 4      |

Select two courses in Russian History

Select one course on Russia or the Soviet Union in any discipline (history, art history, geography, sociology, economics, literature, political science, etc.)

Select one course in Soviet/post-Soviet politics

Two semesters of a senior research seminar or the equivalent in independent study with research to be conducted predominantly in Russian language sources

**Note:** In consultation with her adviser, a student may elect to take one or more courses devoted to a region other than Russia that is located on the territory of the former Soviet Union.

**Slavic and East European Regional Studies Major-Czech, Polish, Serbo-Croatian, Ukrainian**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
</table>
| Select three years of language study 3
| Select two courses Literature in relevant region 3
| Select two courses of history in relevant region 3
| Select one course on relevant region in any discipline (history, art history, geography, sociology, economics, literature, political science, etc.) 3

One course on politics in relevant region 3
Two semester of a senior research seminar or the equivalent in independent study with research to be conducted predominantly in relevant region’s language sources.

### Requirements for the Minor

#### Minor in Russian

The Minor in Russian allows students to study the language and culture of Russia at a smaller scale than a Major. A total of five courses (minimum 15 credits) beyond the second year of Russian are required. These courses should relate to the language and culture of Russia. Courses should be selected in consultation with a Slavic Department faculty member.

#### Minor in Czech, Polish, Serbo-Croatian or Ukrainian

A Minor in a Slavic language other than Russian allow students to pursue in-depth studies of this language and the region on a smaller scale than the one required for a Major. The Barnard Minor in Czech, Polish, Serbo-Croatian or Ukrainian consists of five courses (minimum 15 credits) beyond the second year of language study. It requires that three (3) of these courses be related to the country of the language (Poland, Czech Republic, etc) while the other two (2) should be related to the region and its cultural history more broadly.

### Russian Language

#### RUSS UN101 First-year Russian I. 5 points.

Grammar, reading, composition, and conversation.

<table>
<thead>
<tr>
<th>Fall 2017: RUSS UN101</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
</tr>
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<tr>
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<td></td>
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<td>Ben Hooyman</td>
<td>5</td>
<td>15/12</td>
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<tr>
<td>RUSS 1101</td>
<td>002/18272</td>
<td></td>
<td>M T W Th 10:10am - 11:15am</td>
<td>Nataliya Kun</td>
<td>5</td>
<td>10/12</td>
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<tr>
<td>RUSS 1101</td>
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<tr>
<td>RUSS 1101</td>
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<td>M T W Th 6:10pm - 7:15pm</td>
<td>Michael Gluck</td>
<td>5</td>
<td>7/12</td>
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</table>

#### RUSS UN102 First-year Russian II. 5 points.

Grammar, reading, composition, and conversation.

<table>
<thead>
<tr>
<th>Spring 2018: RUSS UN102</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<tr>
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<td>Michael Gluck</td>
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</table>

#### RUSS UN1201 Second-year Russian I. 5 points.

Prerequisites: RUSS UN1102 or results of the Department placement test.

#### RUSS UN2102 Second-year Russian II. 5 points.

Prerequisites: RUSS UN2101 or the equivalent. Drill practice in small groups. Reading, composition, and grammar review. This course number has been changed to RUSS 2101

<table>
<thead>
<tr>
<th>Spring 2018: RUSS UN2102</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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<td>Serhi Tereshchenko</td>
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<tr>
<td>RUSS 2102</td>
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<td>RUSS 2102</td>
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<td>M T W Th 1:10pm - 2:15pm</td>
<td>Erica Drennan</td>
<td>5</td>
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</table>

#### RUSS UN3102 Third-Year Russian II. 4 points.

Prerequisites: RUSS UN2102 or the equivalent and the instructor’s permission. Enrollment limited. Recommended for students who wish to improve their active command of Russian. Emphasis on conversation and composition. Reading and discussion of selected texts and videotapes. Lectures. Papers and oral reports required. Conducted entirely in Russian.

<table>
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<tr>
<th>Spring 2018: RUSS UN3102</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
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#### RUSS UN3430 Russian for Heritage Speakers I. 3 points.

Prerequisites: RUSS V3430 or the instructor’s permission. This course is designed to help students who speak Russian at home, but have no or limited reading and writing skills to develop literary skills in Russian. THIS COURSE, TAKEN WITH RUSS V3431, MEET A TWO YEAR FOREIGN LANGUAGE REQUIREMENT. Conducted in Russian.

<table>
<thead>
<tr>
<th>Fall 2017: RUSS UN3430</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tr>
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<td></td>
<td>M W 11:10pm - 12:25pm</td>
<td>Alla Smyslova</td>
<td>3</td>
<td>16/15</td>
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</tbody>
</table>

#### RUSS UN3431 Russian for Heritage Speakers II. 3 points.

Prerequisites: RUSS V3430 or the instructor’s permission. This course is designed to help students who speak Russian at home, but have no or limited reading and writing skills to develop literary skills in Russian. THIS COURSE, TAKEN WITH RUSS V3430, MEET A TWO YEAR FOREIGN LANGUAGE REQUIREMENT. Conducted in Russian.

<table>
<thead>
<tr>
<th>Spring 2018: RUSS UN3431</th>
<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
<th>Points</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>RUSS 3431</td>
<td>001/61613</td>
<td></td>
<td>M W 1:10pm - 2:25pm</td>
<td>Alla Smyslova</td>
<td>3</td>
<td>15/15</td>
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</table>

#### RUSS GU4333 Fourth-year Russian I. 4 points.

Prerequisites: Three years of college Russian and the instructor’s permission.
Systematic study of problems in Russian syntax; written exercises, translations into Russian, and compositions. Conducted entirely in Russian.

RUSS GU4334 Fourth-year Russian II. 4 points.
Prerequisites: three years of college Russian and the instructor’s permission.
Discussion of different styles and levels of language, including word usage and idiomatic expression; written exercises, analysis of texts, and compositions. Conducted entirely in Russian.

RUSS GU4350 Moving to Advanced-Plus: Language, Culture, Society in Russian Today. 3 points.
Prerequisites: Six semesters of college Russian and the instructor’s permission.
The course is designed to provide advanced and highly-motivated undergraduate and graduate students of various majors with an opportunity to develop professional vocabulary and discourse devices that will help them to discuss their professional fields in Russian with fluency and accuracy. The course targets all four language competencies: speaking, listening, reading and writing, as well as cultural understanding. Conducted in Russian.

Fall 2017: RUSS GU4350
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
RUSS 4350  001/26623  M W 11:40am - 12:55pm  Alla Smyslova  3  8/15  707 Hamilton Hall

RUSS GU4910 Literary Translation. 4 points.
Prerequisites: Four years of college Russian or the equivalent.
Workshop in literary translation from Russian into English focusing on the practical problems of the craft. Each student submits a translation of a literary text for group study and criticism. The aim is to produce translations of publishable quality.

Fall 2017: RUSS GU4910
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
RUSS 4910  001/27735  W 4:10pm - 6:00pm  Ronald Meyer  4  7/12  613 Hamilton Hall

Slavic and Comparative Literature
RUSS UN3220 Literature and Empire: The Reign of the Novel in Russia (19th Century) [In English]. 3 points.
Explores the aesthetic and formal developments in Russian prose, especially the rise of the monumental 19th-century novel, as one manifestation of a complex array of national and cultural aspirations, humanistic and imperialist ones alike. Works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov. Knowledge of Russian not required.

Fall 2017: RUSS UN3220
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
RUSS 3220  001/65562  T Th 1:10pm - 2:25pm  Cathy Popkin  3  17/40  303 Hamilton Hall

CLRS UN3304 How To Read Violence: The Literature of Power, Force and Brutality from 20th Century Russia and America. 3 points.
Not offered during 2017-18 academic year.

This course seeks to understand how authors and filmmakers in the 20th century communicate the experience of violence to their audiences. We will discuss how fragmentation, montage, language breakdown and other techniques not only depict violence, but reflect that violence in artistic forms. We will also ask what representing violence does to the artistic work. Can the attempt to convey violence become an act of violence in itself? We will consider texts from Vladimir Mayakovskv, John Dos Passos, Andrei Platonov, Vasily Grossman, Allen Ginsberg, Anna Akhmatova, Richard Wright, Cormac McCarthy, Vladimir Sorokin, as well as films from Sergei Eisenstein, Alexei Balabanov and Quentin Tarantino. Full course description and syllabus available at readingviolence.weebly.com (http://readingviolence.weebly.com).

Fall 2017: CLRS UN3304
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
CLRS 3304  001/04014  M W 2:40pm - 3:55pm  Bradley Gorski  3  12  303 Altschul Hall

CLRS UN3307 (Russian) Literary Playgrounds: Adventures in Textual Paichinidology. 3 points.
There’s a lot to be said for the virtues of play! This course proceeds from the notion that while we may be accustomed to considering it as little more than frivolous activity, play is a serious business with great potential for enriching our social, creative, and scholarly lives. Over the course of the semester we will read a number of theorists and authors who suggest that play has profound aesthetic, ethical, and epistemological dimensions while we blur the lines between literature and philosophy, science and the arts, the serious and the absurd....

CLSL GU4003 Central European Drama in the Twentieth Century. 3 points.
Focus will be on the often deceptive modernity of modern Central and East European theater and its reflection of the forces that shaped modern European society. It will be argued that the abstract, experimental drama of the twentieth-century avant-garde tradition seems less vital at the century’s end than the mixed forms of Central and East European dramatists.

CLSS GU4028 In the Shadow of Empires: Literature of the South Slavs From Realism to Today. 3 points.
Readings and discussion of the most important works of the South Slavic writers from the second half of the 19th Century to the present.

CLCZ GU4030 Postwar Czech Literature [in English]. 3 points.
Not offered during 2017-18 academic year.

A survey of postwar Czech fiction and drama. Knowledge of Czech not necessary. Parallel reading lists available in translation and in the original.

Fall 2017: CLCZ GU4030
Course Number  Section/Call Number  Times/Location  Instructor  Points  Enrollment
CLCZ 4030  001/15375  T Th 2:40pm - 3:55pm  Christopher Harwood  3  4/18  408 Hamilton Hall

CLRS GU4037 The Russian American Experience. 3 points.
In recent decades, Russian immigrant identity has changed. Immigrants and children of immigrants are much more involved with their home country. Fiction by Russian-speaking writers shows and also establishes relationship to geographies of their birth, usually Soviet successor nations such as Russia. The focus of this class is an analysis of works by Russian-speaking writers, filmmakers, and artists who create and also trace deepening forms of dialogue between the former Soviet Republics and North America.
CLRS GU4036 Nabokov and Global Culture. 3 points.
In 1955, an American writer of Russian descent published in Paris a thin book that forever shaped English language, American culture, and the international literary scene. That book, of course, was Vladimir Nabokov’s Lolita.

We will speak of exile, memory and nostalgia, of hybrid cultural identities and cosmopolitan elites, of language, translation and multilingualism. All readings will be in English.

CLSL GU4075 Soviet and Post-Soviet, Colonial and Post Colonial Film. 3 points.
The course will discuss how filmmaking has been used as an instrument of power and imperial domination in the Soviet Union as well as on post-Soviet space since 1991. A body of selected films by Soviet and post-Soviet directors which exemplify the function of filmmaking as a tool of appropriation of the colonized, their cultural and political subordination by the Soviet center will be examined in terms of postcolonial theories. The course will focus both on Russian cinema and often overlooked work of Ukrainian, Georgian, Belarusian, Armenian, etc. national film schools and how they participated in the communist project of fostering a “new historic community of the Soviet people” as well as resisted it by generating, in hidden and, since 1991, overt and increasingly assertive ways their own counter-narratives. Close attention will be paid to the new Russian film as it re-invents itself within the post-Soviet imperial momentum projected on the former Soviet colonies.

RUSS GU4350 Moving to Advanced-Plus: Language, Culture, Society in Russian Today. 3 points.
Prerequisites: Six semesters of college Russian and the instructor’s permission.
The course is designed to provide advanced and highly-motivated undergraduate and graduate students of various majors with an opportunity to develop professional vocabulary and discourse devices that will help them to discuss their professional fields in Russian with fluency and accuracy. The course targets all four language competencies: speaking, listening, reading and writing, as well as cultural understanding. Conducted in Russian.

RUSS GU4354 A language course designed to meet the needs of those foreign learners of Russian as well as heritage speakers who want to develop further their reading, speaking, and writing skills and be introduced to the history of Russia.
Prerequisites: Six semesters of college Russian and the instructor’s permission.
The course is designed to provide advanced and highly-motivated undergraduate and graduate students of various majors with an opportunity to apply their language skills to literature. It will teach students to read Russian literary texts as well as to talk and write about them. Its goal is, thus, twofold: to improve the students’ linguistic skills and to introduce them to Russian literature and literary history. In 2007-2008: A close study in the original of the “fallen woman” plot in Russian literature from the late eighteenth century. Conducted in Russian.

CZCH UN1201 Intermediate Czech I. 4 points.
Prerequisites: CZCH W1102 or the equivalent.
Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students. This course number is being changed to CZCH 2101

CZCH GU4333 Readings in Czech Literature, I. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Prerequisites: two years of college Czech or the equivalent.
A close study in the original of representative works of Czech literature. Discussion and writing assignments in Czech aimed at developing advanced language proficiency.

CZCH GU4334 Readings in Czech Literature, II. 3 points.
Prerequisites: two years of college Czech or the equivalent.
A close study in the original of representative works of Czech literature. Discussion and writing assignments in Czech aimed at developing advanced language proficiency.

Russian Literature and Culture (in Russian)
RUSS GU4344 Chteniia po russkoi kult'ure: Advanced Russian Through History. 3 points.
Prerequisites: three years of college Russian or the equivalent.
CZCH 4334 001/71004 T Th 1:10pm - 2:25pm 704 Hamilton Hall Christopher 3 0/12

CZCH UN1101 Elementary Czech I. 4 points.
Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year.

Fall 2017: CZCH UN1101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CZCH 1101 001/70275 T Th 10:10am - 11:25am 353b International Affairs Bldg Christopher Harwood 4 2/12
CZCH 1101 001/70275 W 1:10pm - 2:25pm Room TBA Christopher Harwood 4 2/12

CZCH UN1102 Elementary Czech II. 4 points.
Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year.

Spring 2018: CZCH UN1102
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CZCH 1102 001/26192 T Th 10:10am - 11:25am 351c International Affairs Bldg Christopher Harwood 4 3/12

CZCH UN2101 Intermediate Czech I. 4 points.
Prerequisites: CZCH UN1101 or the equivalent.
Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students.

Fall 2017: CZCH UN2101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CZCH 2101 001/12417 W 11:00am - 12:15pm 716a Hamilton Hall Christopher Harwood 4 2/12
CZCH 2101 001/12417 T Th 11:40am - 12:55pm 406 Hamilton Hall Christopher Harwood 4 2/12

CZCH UN2102 Intermediate Czech II. 4 points.
Prerequisites: CZCH UN1102 or the equivalent.
Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students.

Fall 2017: CZCH UN2102
Course Number Section/Call Number Times/Location Instructor Points Enrollment
CZCH 2101 001/23502 M W F 1:10pm - 2:25pm 406 Hamilton Hall Christopher Caes 4 9/12

CZCH UN1103 Polish Language and Literature
POLI UN1201 Intermediate Polish I. 4 points.
Prerequisites: POLI UN1102 or the equivalent.
Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students. This course number is being changed to POLI 2101

POLI UN1101 Elementary Polish I. 4 points.
Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year.

Fall 2017: POLI UN1101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLI 1101 001/70230 M W F 1:10pm - 2:25pm 401 Hamilton Hall Christopher Caes 4 8/12

POLI UN2101 Intermediate Polish I. 4 points.
Prerequisites: POLI UN1102 or the equivalent.
Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students.

Spring 2018: POLI UN2101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLI 2101 001/62997 M W F 10:10am - 11:25am 408 Hamilton Hall Christopher Caes 4 6/12

POLI UN2102 Intermediate Polish II. 4 points.
Prerequisites: POLI UN1102 or the equivalent.
Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students.

Fall 2017: POLI GU4101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
POLI 4101 001/10750 M W F 2:40pm - 3:55pm 715a Hamilton Hall Christopher Caes 4 1/12

POLI GU4102 Advanced Polish I and II. 4 points.
Extensive readings from 19th- and 20th-century texts in the original. Both fiction and nonfiction, with emphasis depending on the interests and needs of individual students.

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Serbian/Croatian/Bosnian Language and Literature
BCRS UN1201 Intermediate Bosnian/Croatian/Serbian I. 3 points.
Prerequisites: BCRS W1102 or the equivalent.
Readings in Serbian/Croatian/Bosnian literature in the original, with emphasis depending upon the needs of individual students. This course number is being changed to BCRS 2101

BCRS UN1101 Elementary Bosnian/Croatian/Serbian I. 4 points.
Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year.

Fall 2017: BCRS UN1101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
BCRS 1101 001/61317 M W F 10:10am - 11:25am 351 International Affairs Bldg Mijica Ilicic 4 5/12

BCRS UN1102 Elementary Bosnian/Croatian/Serbian II. 4 points.
Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year.

Spring 2018: BCRS UN1102
Course Number Section/Call Number Times/Location Instructor Points Enrollment
BCRS 1102 001/63328 M W F 1:10pm - 2:25pm 401 Hamilton Hall Christopher Caes 4 6/12
BCRS 1102 001/10143  M W F 10:10am - 11:25am  
352c International Affairs Bldg  
Milica Ilicic  4  5/12

BCRS UN1101 Intermediate Bosnian/Croatian/Serbian I. 3 points.
Prerequisites: BCRS UN1102 or the equivalent.
Readings in Serbian/Croatian/Bosnian literature in the original, with emphasis depending upon the needs of individual students.

Fall 2017: BCRS UN1101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
BCRS 2101 001/22615  M W F 11:40am - 12:55pm  
352c International Affairs Bldg  
Aleksandar Boskovic  3  8/12

BCRS UN2102 Intermediate Bosnian/Croatian/Serbian II. 3 points.
Prerequisites: BCRS UN1102 or the equivalent.
Readings in Serbian/Croatian/Bosnian literature in the original, with emphasis depending upon the needs of individual students. This course number has been changed to BCRS 2102

Spring 2018: BCRS UN2102
Course Number Section/Call Number Times/Location Instructor Points Enrollment
BCRS 2102 001/60951  M W F 11:40am - 12:55pm  
352c International Affairs Bldg  
Aleksandar Boskovic  3  8/12

BCRS GU4331 Advanced Bosnian/Croatian/Serbian I. 3 points.
Prerequisites: BCRS UN2102
Further develops skills in speaking, reading, and writing, using essays, short stories, films, and fragments of larger works. Reinforces basic grammar and introduces more complete structures.

Fall 2017: BCRS GU4331
Course Number Section/Call Number Times/Location Instructor Points Enrollment
BCRS 4331 001/75054  M W F 1:10pm - 2:25pm  
352c International Affairs Bldg  
Aleksandar Boskovic  3  2/12

BCRS GU4332 Advanced Bosnian/Croatian/Serbian II. 3 points.
Prerequisites: BCRS UN2102
Further develops skills in speaking, reading, and writing, using essays, short stories, films, and fragments of larger works. Reinforces basic grammar and introduces more complete structures.

Spring 2018: BCRS GU4332
Course Number Section/Call Number Times/Location Instructor Points Enrollment
BCRS 4332 001/14135  M W F 1:10pm - 2:25pm  
352c International Affairs Bldg  
Aleksandar Boskovic  3  1/12

Ukrainian Language and Literature
UKRN UN1101 Elementary Ukrainian I. 3 points.
Designed for students with little or no knowledge of Ukrainian. Basic grammar structures are introduced and reinforced, with equal emphasis on developing oral and written communication skills. Specific attention to acquisition of high-frequency vocabulary and its optimal use in real-life settings.

Fall 2017: UKRN UN1101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
UKRN 1101 001/13786  M W F 11:40am - 12:55pm  
Room TBA  
Yuri Shevchuk  3  1/12

UKRN UN1102 Elementary Ukrainian II. 3 points.
Designed for students with little or no knowledge of Ukrainian. Basic grammar structures are introduced and reinforced, with equal emphasis on developing oral and written communication skills. Specific attention to acquisition of high-frequency vocabulary and its optimal use in real-life settings.

Spring 2018: UKRN UN1102
Course Number Section/Call Number Times/Location Instructor Points Enrollment
UKRN 1102 001/24861  M W F 2:40pm - 3:55pm  
351a International Affairs Bldg  
Yuri Shevchuk  3  2/12

UKRN UN2101 Intermediate Ukrainian I. 3 points.
Prerequisites: UKRN UN1102 or the equivalent.
Reviews and reinforces the fundamentals of grammar and a core vocabulary from daily life. Principal emphasis is placed on further development of communicative skills (oral and written). Verbal aspect and verbs of motion receive special attention.

Fall 2017: UKRN UN2101
Course Number Section/Call Number Times/Location Instructor Points Enrollment
UKRN 2101 001/67418  M W F 10:10am - 11:25am  
Room TBA  
Yuri Shevchuk  3  2/12

UKRN UN2102 Intermediate Ukrainian II. 3 points.
Prerequisites: UKRN UN1102 or the equivalent.
Reviews and reinforces the fundamentals of grammar and a core vocabulary from daily life. Principal emphasis is placed on further development of communicative skills (oral and written). Verbal aspect and verbs of motion receive special attention.

Spring 2018: UKRN UN2102
Course Number Section/Call Number Times/Location Instructor Points Enrollment
UKRN 2102 001/69052  M W F 2:40pm - 3:55pm  
352b International Affairs Bldg  
Yuri Shevchuk  3  3/12

UKRN UN4001 Advanced Ukrainian I. 3 points.
Prerequisites: UKRN W2102 or the equivalent.
The course is for students who wish to develop their mastery of Ukrainian. Further study of grammar includes patterns of word formation, participles, gerunds, declension of numerals, and a more in-depth study of difficult subjects, such as verbal aspect and verbs of motion. The material is drawn from classical and contemporary Ukrainian literature, press, electronic media, and film. Taught almost exclusively in Ukrainian.

Fall 2017: UKRN UN4001
Course Number Section/Call Number Times/Location Instructor Points Enrollment
UKRN 4001 001/73424  M W F 1:10pm - 2:25pm  
Room TBA  
Yuri Shevchuk  3  0/12
UKRN GU4002 Advanced Ukrainian II. 3 points.
Prerequisites: UKRN UN2102 or the equivalent.
The course is for students who wish to develop their mastery of Ukrainian. Further study of grammar includes patterns of word formation, participles, gerunds, and declension of numerals, and a more in-depth study of difficult subjects, such as verbal aspect and verbs of motion. The material is drawn from classical and contemporary Ukrainian literature, press, electronic media, and film. Taught almost exclusively in Ukrainian.

Spring 2018: UKRN GU4002
Course Number  | Section/Call Number | Times/Location | Instructor | Points | Enrollment |
------------- |-------------------- |--------------- |----------- |-------- |----------- |
UKRN 4002    | 001/65719           | M W F 2:40pm - 3:55pm | Yuri Shevchuk | 3      | 0/12       |

Hungarian

HNGR UN3343 Hungarian Descriptive Grammar. 3 points.
This course is designed for those curious about the structure of Hungarian - an unusual language with a complex grammar quite different from English, or, indeed, any Indo-European language. The study of Hungarian, a language of the Finno-Ugric family, offers the opportunity to learn about the phonology of vowel harmony, the syntax of topic-comment discourse, verb agreement with subjects and objects, highly developed case systems and possessive nominal paradigms. In addition to its inflectional profile, Hungarian derivation possibilities are vast, combinatory, and playful. During the semester we will touch upon the most important grammatical aspects of Hungarian and discuss them in relation to general linguistic principles and discourse, and finally, through some text analysis, see them in action. Although the primary discussion will center on Hungarian, we will draw on comparisons to other Finno-Ugric languages, most notably Finnish and Komi; students are encouraged to draw on comparisons with their own languages of interest. No prerequisite. Counts as Core Linguistics.

Spring 2018: HNGR UN3343
Course Number  | Section/Call Number | Times/Location | Instructor | Points | Enrollment |
------------- |-------------------- |--------------- |----------- |-------- |----------- |
HNGR 3343    | 001/29908           | T 4:10pm - 5:25pm | Carol Rounds | 3      | 8/18       |
610 Lewisohn Hall

HNGR UN1101 Elementary Hungarian I. 4 points.
Introduction to the basic structures of the Hungarian language. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

Fall 2017: HNGR UN1101
Course Number  | Section/Call Number | Times/Location | Instructor | Points | Enrollment |
------------- |-------------------- |--------------- |----------- |-------- |----------- |
HNGR 1101    | 001/77372           | T 9:10am - 11:00am | Carol Rounds | 4      | 2/20      |
501 Hamilton Hall

HNGR UN1102 Elementary Hungarian II. 4 points.
Introduction to the basic structures of the Hungarian language. With the instructor’s permission the second term of this course may be taken without the first. Students with a schedule conflict should consult the instructor about the possibility of adjusting hours.

Spring 2018: HNGR UN1102
Course Number  | Section/Call Number | Times/Location | Instructor | Points | Enrollment |
------------- |-------------------- |--------------- |----------- |-------- |----------- |
HNGR 1102    | 001/69442           | T 2:10pm - 4:00pm | Carol Rounds | 4      | 1/20      |
501 Hamilton Hall

HNGR 1102    | 001/69442           | Th 9:10am - 11:00am | Carol Rounds | 4      | 1/20      |
408 Hamilton Hall

Linguistics
Comparative Literature Slavic
There are currently no cross-listed courses for your department.

Sociology

332 Milbank Hall
212-854-3577
212-854-7491 (fax)
Department Assistant: Marsha Peruo

Mission

Sociology explores the intricacies of social life in all its variety: from the prosaic routines of everyday life to dramatic transformations of state and economy, from the symbolic realm of identity and culture to the structures of class, race and gender that generate inequality. Despite all this diversity, the discipline of sociology has a powerful coherence that comes from a collective dedication to developing theoretical principles about social life and testing them with empirical evidence. This commitment to systematic empirical research represents the strength of the discipline and the chance for a distinctive undergraduate experience for Sociology majors at Barnard. It exposes them to a range of approaches that include quantitative data collection and analysis, participant observation,
intensive interviewing, historical-archival research, and discourse analysis.

All students taking courses in Sociology at Barnard can expect to learn about the relevance of empirical rigor and theoretical analysis for public policy, political and social debate, and civic engagement more broadly defined.

Sociology majors will develop critical analytic and research skills that they can take with them into a wide range of careers, whether they continue on to graduate study in sociology or choose to enter such fields as business, education, law, nonprofit enterprise or public policy.

**The Department provides students with expertise in three areas:**

1. a common foundation in the discipline's core theories and methodologies through the following three required courses:
   - SOCI UN1000 The Social World
   - SOCI UN3000 Social Theory
   - SOCI UN3010 Methods for Social Research

2. exposure to a range of substantive questions that motivate sociological research through a 3-tiered elective structure:
   - 2000-level courses introduce non-majors and majors to substantive concerns through sociological texts and perspectives;
   - 3000-level courses are normally lecture courses that introduce upper level students (majors and non-majors) to dominant theoretical models and debates in more specialized subfields;
   - 3900-level courses are seminars that provide more intensive engagement with primary research in specialized subfields of the discipline and involve some significant primary or secondary research paper

3. direct research experience both within the classroom and under faculty supervision in the Senior Thesis Seminar or designated senior research seminars.

**Student Learning Outcomes**

Students who graduate with a major in sociology will be able to:

- Discuss the core theories of the discipline and apply them to contemporary issues.
- Identify the central questions that motivate sociological research in at least one specialized subfield.
- Describe and evaluate the strengths and limits of social science research.
- Apply the methods of social science research to a question of substantive or theoretical importance.
- Design, execute, and present original research projects.

Students who graduate with a minor in sociology will be able to:

- Discuss the core theories of the discipline and apply them to contemporary issues.
- Identify the central questions that motivate sociological research in at least one specialized subfield.
- Describe and evaluate the strengths and limits of social science research.

Chair: Debra Minkoff (Miriam Scharfman Zadek Family Professor)
Professor: Jonathan Rieder
Associate Professor: Elizabeth Bernstein, Mignon Moore
Assistant Professors: Debbie Becher, Christel Kesler
Term Assistant Professor of Professional Practice: J.C. Salyer

**Requirements for the Major**

There are no special admissions requirements or procedures for students interested in majoring in sociology. Students are assigned a major adviser on declaring the major; prior to that, students are encouraged to consult with any member of the department regarding their choice and sequence of courses.

A minimum of 10 courses is required for the major, including:

**The Sociology major is comprised of 10 courses. These include:**

**Foundations (3 courses):**

- SOCI UN1000 The Social World (recommended no later than the sophomore year)
- SOCI UN3000 Social Theory
- SOCI UN3010 Methods for Social Research

**Electives (5 courses):**

Of the five electives required for the major, no more than one can be at the 2000 level and at least one must be a seminar at the 3900 (or 4000) level.

With the exception of the senior thesis or designated research seminar (see below) the Foundations and Elective courses may be taken at either Barnard or Columbia

**Senior Requirement (2 courses):**

- There are two ways to satisfy the senior requirement.

  **Research Paper Option:** two upper level seminars, including enrollment in (1) a designated research seminar (http://sociology.barnard.edu/requirements/#Designated%20Research%20Seminars) (3900 level) in the Barnard Sociology Department that requires a 25- to 30-page paper, including some primary research; and (2) any additional upper level seminar (3900 or 4000 level).

  **Thesis Option:** two-semester senior thesis, involving original sociological research and analysis on a topic of the student’s choice, in consultation with an advisor; requires enrollment in SOCI BC3087-3088.

**Additional Information about the senior requirement**

**Research Paper Option:** This option is intended for majors who are interested graduating with a broader exposure to the discipline of sociology, with more limited experience in conducting original research. Each semester the department offers 2-3 designated research seminars, which are listed on the department’s website prior
to the Spring program planning period. These seminars vary in content and format and are open to all students, with priority given to senior sociology majors taking the course to meet their senior requirement.

Prerequisites for students taking the designated research seminar to meet the senior requirement include successful completion of: (1) SOCI UN1000 The Social World; (2) SOCI UN3000 Social Theory or SOCI UN3010 Methods for Social Research; and (3) at least one elective course related to the focus of the seminar. Instructors may waive some aspect of the prerequisites.

Students may also enroll in these seminars prior to their senior year for elective credit.

**Thesis Option:** The two-semester senior thesis involves original sociological research and analysis on a topic of the student’s choice, in consultation with an advisor. This option is intended for majors who want the opportunity to explore a sociological subfield in depth and conduct independent primary research as their senior capstone experience. Students interested in writing a senior thesis must submit a 2-3 paragraph proposal, along with a brief letter of endorsement from a faculty member in the department who has agreed to serve as their thesis advisor to the Department Chair, no later than the advanced program planning deadline for the student’s first semester of their senior year. Decisions will be made in consultation with the student’s program and thesis advisors prior to the final program planning deadline for that semester. In exceptional cases, students may apply for and receive permission to enroll in the two-semester option before the deadline for final program approval in the first semester of their senior year.

Prerequisites: (1) SOCI UN1000 The Social World; (2) SOCI UN3010 Methods for Social Research; and (3) at least one elective course related to the proposed thesis topic must be completed before the first semester of the senior year to be eligible for the two-semester thesis.

Students approved for the senior thesis will enroll in SOCI BC3087 Individual Projects for Seniors and SOCI BC3088 Individual Projects for Seniors with their selected adviser.

**Special note:** If a student taking a designated one-semester senior seminar in the first semester of their senior year would like to extend that work into a senior thesis in their final semester, they may petition for special permission to enroll in SOCI BC3088 Individual Projects for Seniors to do so, with approval of their program adviser and a faculty member willing to advise them. Petitions must be received one week prior to the advance program filing deadline of their final semester and will only be granted in rare circumstances.

All seniors must submit a final, bound copy of the research paper or senior thesis to the Department no later than the last day of classes of the second semester of their senior year in order to receive credit (Pass or Pass with Distinction) for the senior requirement.

Use this link (http://sociology.barnard.edu/sites/default/files/requirements_worksheet_-_class_of_2015_later_1.pdf) to identify the major requirements that you have completed.

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**Requirements for the Minor**

5 courses are required for the minor in Sociology, including SOCI UN1000 The Social World, SOCI UN3000 Social Theory and three elective courses (no more than one at the 2000-level), to be selected in consultation with the Sociology Department Chair.

**SOCI UN1000 The Social World. 3 points.**

Identification of the distinctive elements of sociological perspectives on society. Readings confront classical and contemporary approaches with key social issues that include power and authority, culture and communication, poverty and discrimination, social change, and popular uses of sociological concepts.

**SOCI UN2208 Culture in America. 3 points.**


Corequisites: General Education Requirement: Social Analysis (SOC). The values and meanings that form American pluralism. The three sections explore taste, consumption, and art; moral conflict, religion and secularism; identity, community and ideology. Examples range widely: Individualism, liberalism and conservatism; Obama’s "transracial" endeavor; the food revolution; struggles over family and sexuality; multiculturalism; assimilation and immigration.

**SOCI UN3000 Social Theory. 3 points.**


Prerequisites: Sophomore standing.

Required for all sociology majors. Prerequisite: at least one sociology course of the instructor’s permission. Theoretical accounts of the rise and transformations of modern society in the 19th and 20th centuries. Theories studied include those of Adam Smith, Tocqueville, Marx, Durkheim, Max Weber, Roberto Michels. Selected topics: individual, society, and polity; economy, class, and status: organization and ideology; religion and society; moral and instrumental action.
changing role of race and racism in the spirituals, gospel music, era. Emphasis is on the shifting conceptions of identity and the American race relations: slavery and segregation, the period leading The three sections of the course each examines a major stage in race, art, organization, economics, social movements, and identity. Music, Race and Identity explores the complex relationships among form of sociological research and analysis. The instructor will supervise the writing of long papers involving some form of sociological research and analysis.

Fall 2017: SOCI UN3225
Course Number Section/Call Times/Location Instructor Points Enrollment
SOCI 3225 001/07492 M W 5:40pm - 6:55pm 0. FACULTY 3 39/50
324 Milbank Hall

SOCI BC3214 Sociology of African American Life. 3 points.
Emphasizes foundations and development of black communities post-1940, and mechanisms in society that create and maintain racial inequality. Explores notions of identity and culture through lenses of gender, class and sexual orientation, and ideologies that form the foundation of black politics. Primarily lecture and some discussion.

SOCI BC3217 Race, Ethnicity, and Society. 3 points.
This course examines the social construction of "race" and ethnicity and how their effects have aligned with intersecting social logics to produce injustice. Emphasis is on understanding U.S. logics of race and ethnicity in comparative perspective and in placing contemporary racial and ethnic politics in historical perspective.

SOCI UN3225 Sociology of Education. 3 points.
All of us have spent many years in school and understand that schools impact our lives in important ways. But how exactly does formal schooling shape young people? And how do students make sense of their lives in the context of schools and educational systems more broadly? In this class we will examine education as a central institution in modern society, and we will grapple with an important question: What role does education play in reinforcing or challenging broader patterns of social inequality and mobility? Particular emphasis will be placed on higher education as a critical site in which these processes take shape.

Spring 2018: SOCI UN3225
Course Number Section/Call Times/Location Instructor Points Enrollment
SOCI 3225 001/07492 M W 5:40pm - 6:55pm 0. FACULTY 3 39/50
324 Milbank Hall

SOCI BC3235 Social Movements: Collective Action. 3 points.
Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women's movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

Fall 2017: SOCI UN3235
Course Number Section/Call Times/Location Instructor Points Enrollment
SOCI 3235 001/01592 M W 6:10pm - 7:25pm Marnie Brady 3 20
702 Hamilton Hall

SOCI UN3285 Israeli Society and the Israeli-Palestinian Conflict. 3 points.
The purpose of the course is to acquaint students with Israeli society through the lens of the Israeli-Palestinian conflict. The underlying assumption in this course is that much of the social, economic,
political, and cultural processes in contemporary Israel have been shaped by the 100-year Israeli- Arab/Palestinian conflict.

Fall 2017: SOCI UN3285
Course Number Times/Location Instructor Points Enrollment
SOCI 3285 001/66822 101 Knox Hall Yinon Cohen 3 10/50

SOCI UN3302 Sociology of Gender. 3 points.
Prerequisites: One introductory course in Sociology suggested. Examination of factors in gender identity that are both universal (across time, culture, setting) and specific to a social context. Social construction of gender roles in different settings, including family, work, and politics. Attention to the role of social policies in reinforcing norms or facilitating change.

Fall 2017: SOCI UN3302
Course Number Times/Location Instructor Points Enrollment
SOCI 3302 001/05599 409 Barnard Hall Marnie Brady 3 26/35

SOCI UN3324 Global Urbanism. 3 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement
Using classical texts about cities (do they still work for us?) and on the diverse new literatures on cities and larger subjects with direct urban implications, we ill use a variety of data sets to get a detailed empirical analysis and draw on two large ongoing research projects involving major and minor global cities around the world (a total of over 60 cities are covered in detail as of 2008).

Fall 2017: SOCI UN3324
Course Number Times/Location Instructor Points Enrollment
SOCI 3324 001/61591 417 International Affairs Bldg Saskia Sassen 3 330/399

SOCI UN3900 Societal Adaptations to Terrorism. 4 points.
Prerequisites: Junior or Senior standing
Examine how countries have adjusted to the threat of terrorism. How the adaptation reflects the pattern of terrorist attacks, as well as structural and cultural features of the society. Adaptations by individuals, families, and organizational actors.

Fall 2017: SOCI UN3900
Course Number Times/Location Instructor Points Enrollment
SOCI 3900 001/72799 509 Knox Hall Seymour Spilerman 4 24/24

SOCI UN3901 The Sociology of Culture. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Prerequisites: SOCI BC1003 or equivalent social science course and permission of the instructor. Enrollment limited to 15 students. Drawing examples from popular music, religion, politics, race, and gender, explores the interpretation, production, and reception of cultural texts and meanings. Topics include aesthetic distinction and taste communities, ideology, power, and resistance; the structure and functions of subcultures; popular culture and high culture; and ethnography and interpretation.

Fall 2017: SOCI UN3901
Course Number Times/Location Instructor Points Enrollment
SOCI 3901 001/03482 502 Diana Center Jonathan 4 16

Spring 2018: SOCI UN3901
Course Number Times/Location Instructor Points Enrollment
SOCI 3901 001/03901 502 Diana Center Jonathan 4 14

SOCI BC3907 Communities and Social Change. 4 points.
Examines how changes in the economy, racial composition, and class relations affect community life-how it is created, changed and sometimes lost-with a specific focus on the local urban context. Student research projects will address how contemporary forces such as neoliberalization, gentrification and tourism impact a community's social fabric.

Spring 2018: SOCI BC3907
Course Number Times/Location Instructor Points Enrollment
SOCI 3907 001/03993 502 Diana Center Marnie Brady 4 23

SOCI BC3911 The Social Contexts of U.S. Immigration Law and Policy. 4 points.
Examines the historical and contemporary social, economic, and political factors that shape immigration law and policy along with the social consequences of those laws and policies. Addresses the development and function of immigration law and aspects of the immigration debate including unauthorized immigration, anti-immigration sentiments, and critiques of immigration policy.

SOCI BC3913 Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society. 4 points.
This class will examine the historical roots and ongoing persistence of social, economic, and political inequality and the continuing role that it plays in U.S. society by examining how such issues have been addressed both in social science and in law.

SOCI BC3919 Transitions to Adulthood. 3 points.
Prerequisites: SOCI W 1000 and SOCI W3010 or permission of instructor. Meets senior requirement. Adolescence and early adulthood is a critical period in our lives. This research-intensive 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.

SOCI BC3920 Advanced Topics in Gender and Sexuality. 4 points.
This research and writing-intensive seminar is designed for senior majors with a background and interest in the sociology of gender and sexuality. The goal of the seminar is to facilitate completion of the senior requirement (a 25-30 page paper) based on "hands on" research with original qualitative data. Since the seminar will be restricted to students with prior academic training in the subfield, students will be able to receive intensive research training and guidance through every step of the research process, from choosing a research question to conducting original ethnographic and interview-based research, to analyzing and interpreting one’s findings. The final goal of the course will be the production of an original paper of standard journal-article...
length. Students who choose to pursue their projects over the course of a second semester will have the option of revisiting their articles further for submission and publications.

**SOCI BC3925 Advanced Topics in Law & Society. 4 points.**
Law creates order. And yet, outlaws or lawbreakers are everywhere. Students will learn to ask and answer questions about living law, understanding that it involves law-followers and law-breakers. Students will read and discuss sociological investigations of the law and perform their own research into a significant question about law-in-action.

**SOCI BC3927 Advanced Topics in Immigration and Inequality. 4 points.**
Examines processes of immigrant incorporation in the U.S. and other advanced democracies, with a focus on how immigration intersects with categorical inequalities (such as citizenship, social class, race, ethnicity, gender, and religion) in major institutional realms. Under instructor’s supervision, students conduct a substantial research project related to course themes.

**SOCI BC3930 Advanced Topics: Race and Ethnicity. 4 points.**
Discusses theories of race and ethnicity, distinctions between prejudice, discrimination, and racism, and the intersectionality paradigm. Under instructor’s guidance students design a research proposal, conduct their own fieldwork and write a research paper on a sociological question relating to race and/or ethnicity.

**Spring 2018: SOCI BC3933**

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<th>Course Number</th>
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<td>SOCI 3933</td>
<td>007/03030</td>
<td>M 10:10am - 12:00pm</td>
<td>Elizabeth</td>
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<td>227 Milbank Hall</td>
<td>Bernstein</td>
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**SOCI BC3931 Seminar for Internships in Social Justice and Human Rights. 3 points.**
Corequisites: Students must have an internship related to social justice or human rights during this class is intended to complement and enhance the internship experience for students working in internships that relate to social justice and human rights during the Spring 2016 semester. This course will meet bi-weekly to provide an academic framing of the issues that students are working on and to provide an opportunity for students to analyze their internship experience.

**SOCI BC3932 Climate Change, Global Migration, and Human Rights in the Anthropocene. 3 points.**
While the existence of processes of anthropogenic climate change is well established, predictions regarding the future consequences of these processes are far less certain. In no area is the uncertainty regarding near and long term effects as pronounced as in the question of how climate change will affect global migration. This course will address the issue of climate migration in four ways. First, the course will examine the theoretical and empirical literatures that have elucidated the nature of international migration in general. Second, the course will consider the phenomena of anthropogenic climate change as it relates to migration. Third, the course will consider how human rights and other legal regimes do or do not address the humanitarian issues created by anthropogenic climate change. Fourth, the course will synthesize these topics by considering how migration and climate change has arisen as a humanitarian, political, and economic issue in the Pacific. Human Rights elective.

**SOCI BC3933 Sociology of the Body. 4 points.**
This seminar examines the ways in which the body is discursively constituted, and itself serves as the substratum for social life. Key questions include: How are distinctions made between “normal” and “pathological” bodies, and between the “psychic” and “somatic” realms? How do historical forces shape bodily experience? How do bodies that are racialized, gendered, and classed offer resistance to social categorization?

**Spring 2018: SOCI BC3934**

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<td>SOCI 3934</td>
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<td>Th 4:10pm - 6:00pm</td>
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<td></td>
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<td>308 Diana Center</td>
<td>Hurwitz</td>
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</table>

**Cross-Listed Courses**

**Urban Studies**

**URBS V3308 Introduction to Urban Ethnographies. 3 points.**
Prerequisites: Students must attend first class.
This course explores how scholars from different social science disciplines have used ethnography to understand how immigrants and rural migrants experience as well as affect cities. Community, work, and health, in cities within and outside the US, are used as lenses. Students will also perform their own ethnographic research.

**URBS V3420 Introduction to Urban Sociology. 3 points.**
Prerequisites: Students must attend first class.
Examines the diverse ways in which sociology has defined and studied urban forces that are shaping urban areas.

**URBS UN3546 Junior Colloquium: Contemporary Urban Issues. 4 points.**
Prerequisites: Non-majors admitted by permission of instructor.
Students must attend first class. Enrollment limited to 16 students per section.
Evaluation of current political, economic, social, cultural and physical forces that are shaping urban areas.
who rigorously apply themselves to their studies will be able to:

Through the Major in Spanish and Latin American Cultures, students ideally poised to train students for a wide range of post-graduation experiences in MA/PhD programs or in the professional sphere.

Columbia Department of Latin American and Iberian Cultures, we are and the Forum on Migration, as well as our teamwork with the Literature, Africana Studies, Women's, Gender and Sexuality Studies, and primary sources. Emphasis on the U.S., with some international comparisons. This course will count toward Requirement A of the Urban Studies curriculum as a Sociology course.

**Spanish & Latin American Cultures**

219 Milbank Hall
212-854 7491 (fax)
Language Program Director: Javier Pérez-Zapatero, 212-854-5421
Department Administrative Assistant: Tynisha Rue, 212-854-2597

**The Department of Spanish and Latin American Cultures**

The Department of Spanish and Latin American Cultures at Barnard College boasts a long tradition of excellence in undergraduate education for women. Throughout its history, it has afforded students a solid preparation in both Spanish language and the literatures and cultures of Spain, Spanish America, and the Spanish-speaking United States.

**Mission**

The keystone of our integrated curriculum is linguistic and intellectual continuity from the elementary language level to the most advanced literature and culture courses. Our language courses are skill- and proficiency-oriented and provide the foundation students need for advanced study, either at Barnard or in college-level study abroad. Our upper-level courses stress the necessary historical and theoretical tools needed to understand the cultural and aesthetic reproduction of the Hispanic world. Through our strong collaboration with interdisciplinary programs and departments at Barnard, including Comparative Literature, Africana Studies, Women’s, Gender and Sexuality Studies, and the Forum on Migration, as well as our team work with the Columbia Department of Latin American and Iberian Cultures, we are ideally poised to train students for a wide range of post-graduation experiences in MA/PhD programs or in the professional sphere.

**Student Learning Outcomes**

Through the Major in Spanish and Latin American Cultures, students who rigorously apply themselves to their studies will be able to:

- Identify and describe the cultures of Spain and Spanish America throughout their history, from Islamic Spain and the colonial period through the present.
- Demonstrate specialized knowledge of selected literary and cultural works, authors and cultural producers of the Hispanic world, understood in their aesthetic, historical, and social contexts.
- Use basic principles of literary and cultural theory to analyze and interpret a variety of texts and other cultural products.
- Express their ideas, analyses, and interpretation through clear oral exposition and effective critical writing.
- Conduct research in the fields of Spanish and Spanish American literature and culture, and demonstrate the results of their research and thinking in original academic essays.

**Major and Minor in Spanish and Latin American Cultures**

Majors and minors in this department will provide students with a solid literacy in the cultures of the Hispanic world. Literacy at the level of language instruction entails the students’ ability to express themselves fluently in Spanish, both orally and in writing. Literacy at the cultural level entails an intellectual grasp of Spanish and Spanish American cultural and artistic products and the knowledge of the historical and methodological contexts in which to situate them. Students must consult with the major adviser to carefully plan their program upon major declaration. With adviser approval, courses taken abroad or at another institution can apply toward the major/minor. The Department of Spanish and Latin American Cultures addresses the Barnard senior research requirement through the writing of a substantial paper in a topic-based senior seminar; there is the possibility of further research development for some students. The Spanish and Latin American Cultures majors have been designed in conjunction with the Columbia Department of Spanish and Portuguese. Hence, Barnard students may, always in consultation with the major adviser, move freely between the departments of both institutions in search of the courses that best fit their interests and schedules.

- The Common European Framework of Reference (http://www.coe.int/T/DG4/Portfolio/?M=/main_pages/levels.html) defines these levels as follows:

**Proficient User**

C2 Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

C1 Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

**Independent User**

B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity
that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Chair: Maja Horn (Associate Professor)
Professors: Alfred MacAdam, Wadda Ríos-Font (Assistant to the Chair)
Tinker Visiting Professor: Domingo Sánchez-Mesa Martínez
Associate Professors: Ronald Briggs (Major advisor, students with last names A-L)
Assistant Professors: Orlando Bentancor (Major advisor, students with last names M-Z)
Senior Associates: Jesús Suárez-García (Minor advisor, Study Abroad Advisor), Javier Pérez-Zapatero (Language Coordinator)
Associates: Isaura Arce Fernández, María Eugenia Lozano

Major in Spanish and Latin American Cultures

The Barnard major in Spanish and Latin American Cultures consists of eleven courses (minimum 33 credits). The required introductory courses are SPAN UN3300 (Advanced Language through Content), UN3349 (Hispanic Cultures I), and 3350 (Hispanic Cultures II). Beyond the introductory courses, the major requires seven upper-level elective courses—3000- or 4000-level offerings—and a Senior Seminar intended to be taken in the Fall of the senior year (in cases of unavoidable conflict, and by approval of the Major Adviser, students may enroll in the Spring section offered at Columbia).

NOTE: With adviser approval, courses in both the Department of Spanish and Latin American Cultures and the Columbia Department of Latin American and Iberian Cultures numbered 3000 and above will count toward the majors or minors.

Eleven courses (minimum 33 points):

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<th>Code</th>
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<tr>
<td>SPAN UN3350</td>
<td>Hispanic Cultures II: Enlightenment to the Present</td>
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</table>

Select seven elective courses

Select one of the following Senior Seminars: 4

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<tr>
<th>Code</th>
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<tr>
<td>SPAN UN3991</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>SPAN W3992</td>
<td>Senior Seminar: Modern Cities and Global Cities</td>
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</tbody>
</table>

UN3300 must be taken after completion of the language requirement and before UN3349 and UN3350, which can be taken simultaneously or in inverse order. Except by approval of the Major Adviser, all three introductory courses are prerequisites for upper-level courses. In choosing their sections, Barnard students should keep in mind that some Columbia classes at these levels are taught by PhD candidates. Other sections at both Barnard and Columbia are taught by full-time Lecturers/Associates and tenured or tenure-track faculty.

Electives

A minimum of four electives must be chosen from the Departments’ 3000- or 4000-level* offerings. Up to three electives may be taken outside the Departments, provided they address Hispanic topics. Courses at or beyond the intermediate level in Portuguese and Catalan may count as outside electives. Coursework completed in other departments requires the approval of the major advisor; students should therefore not wait until their senior year to find out whether courses they have taken will apply to the major. All students should seek chronological and geographic breadth in their coursework, enrolling in diverse classes on both Latin American and Iberian topics, something that is essential for those planning future graduate work in Hispanic Studies. Such students should consult especially closely with their adviser to plan their program.

* 4000-level courses, offered only at Columbia, are joint graduate-undergraduate courses.

Minor Research Project

The senior seminar may be taken either at Barnard (BC or UN3990) or at Columbia (UN3991, 3992, or 3993). It is an advanced, research-oriented course on a broad topic, in the context of which Barnard students are required to write a paper in Spanish of at least 20 pages. Since this paper counts as the Barnard Senior Research Project, students who take the seminar at Columbia must be sure they fulfill the 20-page requirement, regardless of what their particular professor requires of other students. These students must hand in the final version of their paper to the Barnard Major Advisor in addition to their Columbia professor.

Study Abroad

Up to four courses from Study Abroad may apply toward the major, some of which may count toward the introductory courses, provided they are at the same level and substantially address the same topics/skills. However, no more than five courses in total may be taken outside the Barnard/Columbia Spanish departments. Approval of specific courses is at the discretion of the Major Adviser (in consultation with the Study Abroad Adviser/Language Program Director for those at the 3300 level), taking into consideration the balance in the student’s full program of study. Students should consult periodically with the Major Adviser to make sure they are making adequate progress toward the completion of all requirements.

Minor in Spanish and Latin American Cultures

The Barnard minor in Spanish and Latin American Cultures consists of six courses (minimum 18 credits). The required introductory courses are SPAN UN3300 (Advanced Language through Content); and UN3349 (Hispanic Cultures I) and 3350 (Hispanic Cultures II). Beyond the introductory courses, the minor requires three upper-level electives (UN3349 and UN3350 do not count as such). These must be chosen from the Barnard Department of Spanish and Latin American Cultures’ or Columbia Department of Latin American and Iberian Cultures’ 3000- or 4000-level offerings.

Six courses (minimum 18 points):

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<td>[in Spanish]</td>
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</table>
UN3300 must be taken after completion of the language requirement and before UN3349 or UN3350. Except by approval of the Minor Adviser, all three introductory courses are prerequisites for upper-level courses. In choosing their sections, Barnard students should keep in mind that some Columbia classes at these levels are taught by PhD candidates. Other sections at both Barnard and Columbia are taught by full-time Lecturers/Associates and tenured or tenure-track faculty.

A maximum of three courses taken outside the Departments (from study abroad, other departments at Barnard/Columbia, or other institutions) may apply toward the minor. Such courses will be approved by the Minor Adviser and the Study Abroad Adviser/Language Program Director (the latter of whom officially signs the approval), on the basis of their level, quality, and perceived relevance to the minor program of study. Courses in English do not count toward the minor.

Although Barnard allows students to sign up for minors through the end of their senior year, the Department encourages students to sign up as early in their career as possible, and to consult regularly with the Minor Adviser to ensure they are making adequate progress toward the completion of all requirements.

**Major in Spanish and Latin American Cultures with Specialization**

For students wishing to pursue a more rigorously interdisciplinary program in the Social Sciences or the Humanities, the Department offers a major that integrates courses in Spanish and Latin American Cultures/ Spanish and Portuguese with courses in another department or program chosen carefully by the student.

Fourteen courses (minimum 42 points):

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</tr>
<tr>
<td>SPAN UN3349</td>
<td>Hispanic Cultures I: Islamic Spain through the Colonial Period</td>
<td>3</td>
</tr>
<tr>
<td>SPAN UN3350</td>
<td>Hispanic Cultures II: Enlightenment to the Present</td>
<td>3</td>
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</tbody>
</table>

Select three other courses at the 3000-level or above to be chosen in consultation with the major adviser.

Select ten elective courses

Select one of the following Senior Seminars:

- SPAN BC3990: Senior Seminar: Emotions in Modern Spanish Culture
- SPAN UN3990: Senior Seminar
- SPAN W3992: Senior Seminar: Modern Cities and Global Cities

Coursework will include a minimum of three 3000- or 4000-level courses within the Departments but beyond the four required foundation courses, and six courses in another field of specialization, three of which should be closely related to Hispanic Studies. Students who wish to complete this rigorous interdisciplinary major will choose a specialization. Possible fields and programs include Anthropology, Africana Studies, Art History, Economics, Film, Gender Studies, History, Latino Studies, Latin American Studies, Music, Political Science, Sociology, and Urban Studies. Students should work closely with their major advisor to plan their program of study; it will be their responsibility to seek advising regarding coursework in their external specialization from appropriate sources (for example, from other departments’ Chairs). Electives outside the two departments (Spanish and Latin American Cultures/Latin American and Iberian Cultures) should include basic methodological or foundation courses in the chosen field or program. In special cases and with advisor approval, students may complete some coursework in another, closely related field. In exceptional cases and again with advisor approval, students may take a Senior Seminar in their field of specialization as a seventh course outside of the Departments if they have completed enough basic courses in that field to manage the demands of an advanced seminar. In such cases, the major advisor must receive written communication from the seminar instructor indicating approval of a student’s membership in the course; the seminar project must be on a Hispanic topic; and a copy of the project must be turned in to the major advisor for the student’s file upon completion of the course. Students who complete the seminar in another department may also count it as the third elective course on a Hispanic topic outside of the two departments, in which case they may take a fourth 3000- or 4000-level course in Spanish and Latin American Cultures/Latin American and Iberian Cultures.

**Senior Research Project**

In the fall of their senior year, students must enroll in a senior seminar in which they will undertake the research and writing of a substantial paper in the field. Some students may wish, with departmental approval, to further develop their research in the spring through an independent study project with a willling faculty member. For that project, they may expand their work in the senior seminar or undertake a new assignment in consultation with the faculty member. SPAN BC3099 Independent Study may be counted as one of the courses that fulfills the major.

The senior seminar may be taken either at Barnard (BC or UN3990) or at Columbia (UN3991, 3992, or 3993). It is an advanced, research-oriented course on a broad topic, in the context of which Barnard students are required to write a paper in Spanish of at least 20 pages. Since this paper counts as the Barnard Senior Research Project, students who take the seminar at Columbia must be sure they fulfill the 20-page requirement, regardless of what their particular professor requires of other students. These students must hand in the final version of their paper to the Barnard Major Advisor in addition to their Columbia professor.

SPAN UN1101 Elementary Spanish I. 4 points.

Prerequisites: a score of 0-279 in the department’s Placement Examination.

An introduction to Spanish communicative competence, with stress on basic oral interaction, reading, writing, and cultural knowledge. Principal objectives are to understand and produce commonly used sentences to satisfy immediate needs; ask and answer questions about personal details such as where we live, people we know and things we have; interact in a simple manner with people who speak clearly, slowly and are ready to cooperate; and understand simple and short written and audiovisual texts in Spanish. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

Fall 2017: SPAN UN1101
Prerequisites: SPAN UN1101 or a score of 280-379 in the department’s Placement Examination.

An intensive introduction to Spanish language communicative competence, with stress on basic oral interaction, reading, writing and cultural knowledge as a continuation of SPAN UN1101. The principal objectives are to understand sentences and frequently used expressions related to areas of immediate relevance; communicate in simple and routine tasks requiring a direct exchange of information on familiar matters; describe in simple terms aspects of our background and personal history; understand the main point, the basic content, and the plot of filmic as well as short written texts. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.
SPAN UN1120 Comprehensive Beginning Spanish. 4 points.
Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN1101 and SPAN UN1102. Students MUST meet the following REQUIREMENTS: 1. A minimum of 3 years of high school Spanish (or the equivalent) AND a score of 330 or above in the Department's Placement Examination, OR 2. fluency in a language other than English (preferably another Romance language). If you fulfill the above requirements, you do not need instructor's permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence SPAN UN1101-SPAN UN1102. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

Fall 2017: SPAN UN1120

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<th>Course Number</th>
<th>Section/Call Number</th>
<th>Times/Location</th>
<th>Instructor</th>
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Spring 2018: SPAN UN1120

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SPAN UN2101 Intermediate Spanish I. 4 points.
Prerequisites: SPAN UN1102 or SPAN UN1120 or or a score of 380-449 in the department's Placement Examination.
An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing, and culture as a continuation of SPAN UN1102 or SPAN UN1120. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

Fall 2017: SPAN UN2101

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Spring 2018: SPAN UN2101

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</table>
Spanish & Latin American Cultures

SPAN UN2102 Intermediate Spanish II. 4 points.
Prerequisites: SPAN UN2101 or a score of 450-625 in the department’s Placement Examination.
An intensive course in Spanish language communicative competence, with stress on oral interaction, reading, writing and culture as a continuation of SPAN UN2101. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

Fall 2017: SPAN UN2102

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Spring 2018: SPAN UN2102

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SPAN UN2108 Spanish for Spanish-Speaking Students. 4 points.
Prerequisites: heritage knowledge of Spanish. Students intending to register for this course must take the department’s on-line Placement Examination. (http://www.columbia.edu/cu/spanish/undergraduate/placement.html) You should take this course if your recommended placement on this test is SPAN UN2102 (a score of 450-624). If you place below SPAN UN2102 you should follow the placement recommendation received with your test results. If you place above SPAN UN2102, you should choose between SPAN UN3300 and SPAN UN4900. In doubt, please consult with the Director of the Language Programs.
Designed for native and non-native Spanish-speaking students who have oral fluency beyond the intermediate level but have had no formal language training.

Fall 2017: SPAN UN2108

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<th>Course Number</th>
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<th>Times/Location</th>
<th>Instructor</th>
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<th>Enrollment</th>
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<td>SPAN 2108</td>
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<td>17/16</td>
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</table>
SPAN UN2120 Comprehensive Intermediate Spanish. 4 points.
Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN2101 and SPAN UN2102. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 on the Department’s Placement Examination; or A- or higher in SPAN UN1120. If you fulfill the above requirements, you do not need the instructor’s permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence SPAN UN2101-SPAN UN2102. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

Fall 2017: SPAN UN2120

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<th>Course Number</th>
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<td>T Th F 11:40am - 12:55pm 644 Seeley W. Mudd Building</td>
<td>Perla Rozencvaig</td>
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SPAN UN2120 Comprehensive Intermediate Spanish. 4 points.
Prerequisites: This course is an intensive and fast-paced coverage of both SPAN UN2101 and SPAN UN2102. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 on the Department’s Placement Examination; or A- or higher in SPAN UN1120. If you fulfill the above requirements, you do not need the instructor’s permission to register. HOWEVER, the instructor will additionally assess student proficiency during the Change of Program Period. Students who do not have the necessary proficiency level may not remain in this course. Replaces the sequence SPAN UN2101-SPAN UN2102. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

Spring 2018: SPAN UN2120

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<th>Course Number</th>
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SPAN UN3265 Latin American Literature in Translation. 3 points.

Study of contemporary Latin American narrative, its origins and apoctheosis. Readings include Machado de Assis, Borges, Garcia Marquez, Puig, and others.

Spring 2018: SPAN UN3265

<table>
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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>Alfred Mac Velazquez</td>
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SPAN UN3300 Advanced Language through Content [in Spanish]. 3 points.
Prerequisites: SPAN UN2102 or AP score of 4 or 5; or SAT score. An intensive exposure to advanced points of Spanish grammar and structure through written and oral practice, along with an introduction to the basic principles of academic composition in Spanish. Each section is based on the exploration of an ample theme that serves as the organizing principle for the work done in class (Please consult the Directory of Classes (http://www.columbia.edu/cu/bulletin/ubd) for the topic of each section.) This course is required for the major and the concentration in Hispanic Studies. Formerly SPAN W3200 and SPAN BC3004. If you have taken either of these courses before you cannot take SPAN UN3300. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade.

Fall 2017: SPAN UN3300

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<td>T Th 11:40am - 12:55pm 222 Pupin Laboratories</td>
<td>Juan Jimenez Caicedo</td>
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<td>SPAN 3300</td>
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<td>Perla Rozencvaig</td>
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<td>SPAN 3300</td>
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<td>T Th 10:10am - 11:25am 537 Grace Dodge Hall (Tc)</td>
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<td>Javier Perez Zapatero</td>
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SPAN UN3349 Hispanic Cultures I: Islamic Spain through the Colonial Period. 3 points.
CC/CS/SEAS: Partial Fulfillment of Global Core Requirement
Prerequisites: L" course; enrollment limited to 15 students. Completion of language requirement, third-year language sequence (W3300).
Provides students with an overview of the cultural history of the Hispanic world, from eighth-century Islamic and Christian Spain and the pre-Hispanic Americas through the late Middle Ages and Early Modern period until about 1700, covering texts and cultural artifacts from both Spain and the Americas.

Fall 2017: SPAN UN3349

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<td>SPAN 3349</td>
<td>002/20843</td>
<td>T Th 8:40am - 9:55am 201 Casa Hispanica</td>
<td>Mariana Cecilia Velazquez Perez</td>
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<td>Spring 2018: SPAN UN3349</td>
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SPAN UN3350 Hispanic Cultures II: Enlightenment to the Present. 3 points.

CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

This course surveys cultural production of Spain and Spanish America from the eighteenth to the twentieth centuries. Students will acquire the knowledge needed for the study of the cultural manifestations of the Hispanic world in the context of modernity. Among the issues and events studied will be the Enlightenment as ideology and practice, the Napoleonic invasion of Spain, the wars of Spanish American independence, the fin-de-siècle and the cultural avant-gardes, the wars and revolutions of the twentieth century (Spanish Civil War, the Mexican and Cuban revolutions), neoliberalism, globalization, and the Hispanic presence in the United States. The goal of the course is to study some key moments of this trajectory through the analysis of representative texts, documents, and works of art. Class discussions will seek to situate the works studied within the political and cultural currents and debates of the time. All primary materials, class discussion, and assignments are in Spanish. This course is required for the major and the concentration in Hispanic Studies.

Fall 2017: SPAN UN3350

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<tr>
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<td>002/79252</td>
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<td>Omar Duran-Garcia</td>
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<td>David Mejia</td>
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<td>10/15</td>
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<td>004/23165</td>
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Spring 2018: SPAN UN3350

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<td>Anayvelyse Allen-Mossman</td>
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<td>SPAN 3350</td>
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<td>T Th 11:40am - 12:55pm 505 Casa Hispanica</td>
<td>Omar Duran-Garcia</td>
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<td>SPAN 3350</td>
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<td>David Mejia</td>
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<td>T Th 10:10am - 11:25am 505 Casa Hispanica</td>
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<td>SPAN 3350</td>
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<td>M W 10:10am - 11:25am 325 Milbank Hall</td>
<td>Ronald Briggs</td>
<td>3</td>
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SPAN UN3558 LATIN AMERICAN FILM. 3 points.

This course aims to give students an introductory overview of some of the mostsalient issues surrounding contemporary Latin American film since the late 1960s. Starting with a selection of films from the experimental “new cinema” or “third cinema” of the 1960s, we will also study the contemporary production of international blockbuster movies in the 2000s, in Argentina, Brazil, Cuba and Mexico. Topics to be covered include the relationship between cinema and underdevelopment; cinema and revolution; cinema and emancipation; documentary film and fiction; gender and sexuality; neoliberalism and the market; spectatorship and subjectivity.

Spring 2018: SPAN UN3358

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<th>Course Number</th>
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SPAN BC3099 Independent Study. 3 points.

Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).

Enables students to pursue subjects not covered by courses currently taught. To arrange this course, a student must present a member of the faculty with a program of study and obtain an Independent Study form. This form (and the program of study) must be approved both by the sponsoring faculty member and the chair of the department. The form must then be submitted to the Committee on Programs and Academic Standing for final approval. No faculty member of any rank may direct more than one BC3099 in any given semester.


Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).

Examination of the literature and culture produced in Spain during the dictatorship of Francisco Franco: the interaction between culture allowed and sponsored by the regime, and the voices of resistance against repression and censorship.

SPAN BC3151 Spanish Film: Cinematic Representation of Spain. 3 points.


Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).

Examination of Spanish film in both theoretical and historical terms. Considers political and ideological changes through the 20th century and their repercussions in cinematic representation. Topics include: surrealism and Bunuel’s legacy; representations of Franco and the civil war; censorship and self-censorship; gender, sexualities, and national identities; film, literature relations.

SPAN BC3170 The Films of Luis Buñuel and the Spanish Literary Tradition. 3 points.

Prerequisites: At least one 300-level course in Spanish.

A journey through the works of the renowned Spanish filmmaker Luis Buñuel and the literary movements from which he drew inspiration. We will establish a dialogue between his films and Spanish artistic trends such as surrealism, the picaresque, esperpento, and realism. Authors include García Lorca, Valle Inclán, Pérez Galdós. [In Spanish]


The writing that catapulted Latin America into the mainstream of world culture: Fuentes, García Marquez, Manuel Puig, Julio Cortazar, Jose Donoso, and Mario Vargas Llosa.

SPAN BC3267 Transatlantic Travel Writing in Translation. 3 points.

Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).

Since Columbus’s diary the relationship between Europe and the New World has been fraught with the illusion and disappointment raised by European expectations. This course will read the Atlantic in both directions, listening to European travelers who go west and Spanish Americans who journey east to a new Old World.
SPAN BC3361 Jorge Luis Borges in Context. 3 points.
Prerequisites: Language requirement, SPAN3300 and either SPAN3349 or 3350
This course locates the life and writing of the seminal Argentine writer Jorge Luis Borges in national and international historical and literary contexts.

SPAN BC3375 Literary Translation. 3 points.
Prerequisites: Language requirement SPAN330 and SPAN3349 or 3350
This course seeks to explore the techniques and skills required for the translation of literary text from Spanish to English.

SPAN BC3382 Languages in Contact: Sociolinguistic Aspects of U. S. Spanish. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Sociolinguistics studies the connections between language and social categories such as class, gender, and ethnicity. This course will address how social, geographic, cultural, and economic factors affect the different usages of Spanish among millions of speakers.
Throughout theory and practice of various research tools including Ethnography of Communication and Discourse Analysis, students will explore topics such as English-Spanish contact in the US, code-switching, and Spanglish, as well as issues of identity, bilingualism, and endangered languages.

SPAN BC3435 Language and Revolution. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Kant’s Enlightenment motto, sapere aude, took on political significance for Spanish American revolutionaries who made their case in prose, pushing against the constraints of the essay. This course traces the genre’s evolution from the transatlantic debate over political independence to the exuberant declarations of intellectual independence that would follow.

SPAN BC3440 Marriage and Adultery in 19th-Century Spanish Fiction. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Consideration of the conflicting interests of 19th-century society as represented through the themes of marriage and adultery: the desire for social stability vs. the potentially subversive drive for freedom and self-affirmation. The roles of women, class, culture, and religion emphasized in works by Galdos, Clarin, Caballero, and others.

SPAN BC3441 Angels and Seagulls: the Cultural Construction of Womanhood in Nineteenth Century Spain. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Reading of 19th-Century Spanish journalistic, medical, and legal texts, conduct manuals, and novels by both men and women, to assess how they come together in configuring new ideas of female identity and its social domains, as aristocratic rule is gradually being replaced by a new bourgeois order.

SPAN BC3442 The Bourgeois Imagination in Nineteenth-Century Spain. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Through both literary and popular print culture, examination of the new class in 19th century Spain produced by economic industrialization and political liberalism and how it ensured its hegemony. Negotiates its foundational issues - power, money, law, city life, education, aesthetics, virtue, marriage, sexuality, and style.

SPAN BC3443 Catalan Culture, from Regionalism to Nationalism (1886-1936). 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
In the nineteenth century, the failure of the Spanish State to find political alternatives to centralism, coupled with Catalonia’s industrial and economic takeoff, led to the development of a strong regionalist sentiment, and eventually a nationalist movement. From this period and through the beginning of the Spanish Civil War, intellectuals became engaged in the creation of a cultural repertoire to ground and strengthen the claim to a Catalan nationality. In this course, we will examine both the burgeoning literature in dialogue with Spanish and European currents, and the establishment of other national traditions in the fields of art, language, music, urban planning/architecture, and sport.

SPAN BC3446 Venezuela: Robbery and Nature. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
This course will read Venezuela backwards in films, poems, novels and essays, from the present-tense struggle over the legacy of chavismo to the early days of independence. The constant thread will be the conflict between development and nature with special attention to natural resources and eco-critical approaches.

SPAN BC3449 Memory and Violence: Film and Literature of Spanish Civil War. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Contemporary Spanish films serve as a point of departure for the study of the Civil War and Franco periods as both historical fact and myth.
Includes an analysis of its representation in memoirs and literary works and its significance in light of Spain recent political transformation.

SPAN BC3455 Empire and Technology in the Colonial World. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Exploration of the scientific and technological practices through which the Spanish Empire established and legitimated itself during the sixteenth and seventeenth centuries. Chronicles and travel literature will show how knowledge such as cartography, metallurgy, and botany grounded technological expansion and its deployment of indigenous peoples and resources.

Spring 2018: SPAN BC3455

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SPAN BC3456 Puerto Rico From Spanish Province to U.S Commonwealth: Colonial Experiences. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
This course analyzes how political conflicts and cultural attitudes emerged in Puerto Rico throughout colonial Spanish rule (1492-1898) reappear or influence developing thought after the transfer of sovereignty to the United States and through the 1952 creation of the Commonwealth, as manifested in legal, journalistic, literary, and other cultural works.

SPAN BC3457 Literatures of the Hispanophone Caribbean. 4 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Study of works from the Spanish-speaking islands of the Caribbean, Cuba, the Dominican Republic, and Puerto Rico, in order to unravel the cultural traits, historical patterns, and politicoeconomic realities that these islands may or may not have in common.

SPAN BC3466 Rock Music and Literature in the Southern Cone. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
In this course we will explore different social and cultural aspects of the shifting and complex interrelations between rock and literature in the Southern Cone. We will examine some representative novels, short stories, documentaries, secondary bibliography, and songs in the field.

SPAN BC3467 Literature of the Southern Cone: The Dialects of Fantasy and Reality. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Examination of the literature of the Southern Cone: Argentina, Uruguay, Paraguay, and Chile; the tension between fantastic literature and literary realism. Readings include Borges, Casares, Ocampo, Onetti, Donoso, and Roa Bastos.

SPAN BC3468 Literature of the Andes: Revolution and Identity. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
The region of the Andes (Colombia, Ecuador, Bolivia, Peru, and Chile) has produced great poets - Mistral, Neruda, and Vallejo - as well as extraordinary novelists, Donoso and Vargas Llosa. This course seeks to identify the essential traits of the region's literature and relate them to its tumultuous history.

SPAN BC3469 Pan-Americanism. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Explores the rich tradition of essays, poems, novels and films that define themselves with or against the notion of a shared American reality. Authors include Borges, Sarmiento, Mary Peabody Mann, Soledad Acosta de Samper and Marie Arana. Taught in Spanish.

Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Considers the trajectory and intervention of Latin(o) American art in New York City's artistic landscape. We will map the relation between Latin(o) American art and key art institutions, study critical receptions, and look at some of the lives and works of Latin(o) American artists in NYC.

SPAN BC3471 Mexico: From Barroco to Narco: Culture and Power in Mexico. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
The course surveys Mexican literature and culture from the 17th to the 21st century. It seeks to identify the voices that define Mexico over the centuries, beginning with Sor Juana Inés de la Cruz in Colonial New Spain and ending with Elmer Mendoza in the drug-cartel ridden Culiacán of our own days, Readings include poetry, essays, and novels, including such authors as Octavio Paz, Juan Rulfo, and Carlos Fuentes.

SPAN BC3475 Fictional Foundations: Puerto Rico and the Spanish Empire, 1808-1898. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Throughout the nineteenth century, Puerto Ricans were developing a sense of nationality, without an accompanying movement to achieve independence from Spain. This course examines this apparent contradiction, the hybrid sense of their own identity and nature that it generates among individuals who feel both Spanish and Puerto Rican, and its manifestation in literature and other cultural texts.

SPAN BC3476 Twentieth-Century Puerto Rican Literature. 3 points.
Not offered during 2017-18 academic year.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
A study of Puerto Rican authors (Ferre, Sanchez, Pedreira, Julia de Burgos, Gonzalez, Marques) and their interpretation of socio-historical development in Puerto Rico. The relationship of these texts to historical writing (e.g., Quintero Rivera), and the revisionist trend in Puerto Rican historiography.

Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Close reading of the novels that place Spanish America in the mainstream of worldwide literary production during the sixties.
include: Fuentes, Cortazar, Cabrera Infante, Vargas Llosa, Puig, and Donoso.

SPAN BC3480 Love and Eroticism in Contemporary Latin American Literature. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Introduction to the artistic manifestations of love and eroticism and their relationship to social attitudes. Works by Gabriela Mistral, Vicente Huidobro, Neruda, Paz, Borges, Isabel Allende, Vargas Llosa, and Garcia Marquez.

SPAN BC3481 Contemporary Latin American Short Fiction. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Readings of short stories and novellas by established and emerging writers from Spanish America and Brazil. Defines the parameters of Latin American short fiction by exploring its various manifestations, fantastic literature, protest writing, satire, and realism. Among the authors to be studied will be: Machado de Assis, Borges, Garcia Marquez, Ana Lydia Vega, Clarice Lispector, Silvina Ocampo, and Jose Donoso.

SPAN BC3482 Film-Literature Relations in Modern Latin American Narrative. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Intertextual relations between film and literature. Authors and film makers include: Gabriel Garcia Marquez, Laura Esquivel, Borges, Maria Luisa Bemberg, Vargas Llosa, and Fina Torres.

SPAN BC3510 Gender and Sexuality in Latin American Cultures. 3 points.
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Examines constructions of gender and sexuality in Latin American cultures. Through a close analysis of critical, literary, and visual texts, we explore contemporary notions of gender and sexuality, the sociocultural processes that have historically shaped these, and some theoretical frameworks through which they have been understood.

SPAN BC3671 Spanish Literature from 1975: The Postmodern Discourse. 3 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Prerequisites: Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
Close reading of some of the most significant works and trends of post-Franco Spain in the light of postmodern theories. Readings will include works by Martin-Gaite, Vazquez Montalban, Montserrat Roig, Lourdes Ortiz, J.J. Millas, Ana Rosetti, Paloma Pedrero, Antonio Gala, Almudena Grandes.

SPAN BC3990 Senior Seminar: Emotions in Modern Spanish Culture. 3 points.
Prerequisites: Course intended to be taken by all Spanish majors during the fall of their senior year. Third-year bridge course (W3300), and introductory surveys (W3349, W3350).
The Spanish transition from the Ancien Régime to modernity (constitutional government and citizenship, a new class system, changing conceptions of gender and race) involved both the appearance of historically new emotions (beginning with patriotic and romantic love) and the establishment of emotional regimes that regulated allowable and forbidden feelings and practices. We will explore this process through a combination of readings in affect theory and examples of nineteenth-century print culture (literature, journalism, political speech, etc.). Seniors will write papers about related problematics in the context of the cultural production of Spain, from the nineteenth century to the present.

SPAN UN3991 Senior Seminar. 4 points.
Prerequisites: Seniors (major or concentrator status).
SENIOR SEMINAR

Section 001 - "Iberian Globalization"
A seminar based on a great variety of primary sources and theoretical texts that help to rethink, from the vantage point of the early modern period, the most unexpected sides of a process today called "globalization."

Section 002 - "Emotions in Modern Spanish Culture"
The Spanish transition to modernity (in politics, class relations, social roles) involved both the appearance of historically new emotions and the establishment of emotional regimes regulating feelings and practices. We will explore this process through readings in affect theory and nineteenth-century print culture (literary and nonliterary). Seniors will write about related problematics in the cultural production of 19th-21st century Spain.

There are currently no cross-listed courses in this department.

Statistics
The Statistics Department Office:
1005 School of Social Work (1255 Amsterdam Avenue); 212-851-2132
http://www.stat.columbia.edu

Statistics Major and Concentration Advising:
Banu Baydil, 611 Watson; 212-853-1397; bb2717@columbia.edu
Ronald Neath, 612 Watson; 212-853-1398; rcn2112@columbia.edu

Data Science Major Advising:
Computer Science: Adam Cannon, 459 CSB; 212-939-7016; cannon@cs.columbia.edu
Statistics: Banu Baydil, 611 Watson; 212-853-1397; bb2717@columbia.edu
Statistics: Ronald Neath, 612 Watson; 212-853-1398; rcn2112@columbia.edu

Economics - Statistics Major Advising:
Economics: Susan Elmes, 1006 IAB; 212-854-9124; se5@columbia.edu
Statistics: Banu Baydil, 611 Watson; 212-853-1397; bb2717@columbia.edu
Statistics: Ronald Neath, 612 Watson; 212-853-1398; rcn2112@columbia.edu

Mathematics - Statistics Major Advising:
Mathematics: Julien Dubedat, 601 Mathematics; 212-854-8806; jd2653@columbia.edu
Statistics: Banu Baydil, 611 Watson; 212-853-1397; bb2717@columbia.edu
Statistics: Ronald Neath, 612 Watson; 212-853-1398; rcn2112@columbia.edu

Political Science - Statistics Major Advising:
Political Science: Robert Shapiro, 730 IAB; 212-854-3944; rys3@columbia.edu
Statistics: Banu Baydil, 611 Watson; 212-853-1397; bb2717@columbia.edu
Statistics: Ronald Neath, 612 Watson; 212-853-1398; rcn2112@columbia.edu

Department Administrator:
Dood Kalicharan, 1003 School of Social Work; 212-851-2130; dk@stat.columbia.edu

The Department offers several introductory courses. Students interested in statistical concepts, who plan on consuming, but not creating statistics, should take STAT UN1001 Introduction to Statistical Reasoning. The course is designed for students who have taken a pre-calculus course, and the focus is on general principles. It is suitable for students seeking to satisfy the Barnard quantitative reasoning requirements. Students seeking an introduction to applied statistics should take STAT UN1101 Introduction to Statistics. The course is designed for students who have some mathematical maturity, but who may not have taken a course in calculus, and the focus is on the elements of data analysis. It is recommended for pre-med students, and students contemplating the concentration in statistics. Students seeking a foundation for further study of probability theory and statistical theory and methods should take STAT UN1201 Calculus-Based Introduction to Statistics. The course is designed for students who have taken a semester of college calculus or the equivalent, and the focus is on preparation for a mathematical study of probability and statistics. It is recommended for students seeking to complete the prerequisite for econometrics, and for students contemplating the major in statistics. Students seeking a one-semester calculus-based survey of probability theory and statistical theory and methods should take STAT GU4001 Introduction to Probability and Statistics. This course is designed for students who have taken calculus, and is meant as a terminal course. It provides a somewhat abridged version of the more demanding sequence STAT GU4203 PROBABILITY THEORY and STAT GU4204 Statistical Inference. While some mathematically mature students take the more demanding sequence as an introduction to the field, it is generally recommended that students prepare for the sequence by taking STAT UN1201 Calculus-Based Introduction to Statistics.

The Department offers the Major in Statistics, the Concentration in Statistics, and interdisciplinary majors with Computer Science, Economics, Mathematics, and Political Science. The concentration is suitable for students preparing for work or study where substantial skills in data analysis are valued and may be taken without mathematical prerequisites. The concentration consists of a sequence of six courses in applied statistics, but students may substitute statistics electives numbered 4203 or above with permission of the concentration advisors. The major consists of mathematical and computational prerequisites, an introductory course, and five core courses in probability theory and theoretical and applied statistics together with three electives. The training in the undergraduate major is comparable to a masters degree in statistics.

Students may wish to consult the following guidelines when undertaking course planning. It is advisable to take STAT UN1101 Introduction to Statistics and STAT UN2102 Applied Statistical Computing before taking any of the more advanced concentration courses, STAT UN2103 Applied Linear Regression Analysis, STAT UN2104 Applied Categorical Data Analysis, STAT UN3105 Applied Statistical Methods, and STAT UN3106 Applied Data Mining. It is advisable to take STAT UN1201 Calculus-Based Introduction to Statistics, STAT GU4203 PROBABILITY THEORY, STAT GU4204 Statistical Inference, and STAT GU4205 Linear Regression Models in sequence. Courses in stochastic analysis should be preceded by STAT GU4203 PROBABILITY THEORY, and for many students, it is advisable to take STAT GU4207 Elementary Stochastic Processes and Applications for Finance, STAT GU4262 Stochastic Processes for Finance, STAT GU4263 Stochastic Processes and Applications, or STAT GU4265 Stochastic Methods in Finance. Most of the statistics courses numbered from 4221 to 4234 are best preceded by STAT GU4205 Linear Regression Models. The data science courses STAT GU4206 Statistical Computing and Introduction to Data Science, STAT GU4241 Statistical Machine Learning, and STAT GU4242 Advanced Machine Learning should be taken in sequence.

Advanced Placement
The Department offers three points of advanced credit for a score of 5 on the AP statistics exam. Students who are required to take an introductory statistics course for their major should check with their major advisor to determine whether this credit provides exemption from their requirement.

Departmental Honors
Students are considered for department honors on the basis of GPA and the comprehensiveness and difficulty of their course work in the Department. The Department is generally permitted to nominate one tenth of graduating students for departmental honors.

Undergraduate Research in Statistics and the Summer Internship
Matriculated students who will be undergraduates at Columbia College, Barnard College, the School of General Studies, or the School of Engineering and Applied Sciences may apply to the Department’s summer internship program. The internship provides summer housing and a stipend. Students work with Statistics Department faculty mentors. Applicants should send a brief statement of interest and a copy of their transcript to Ms. Dood Kalicharan in the Statistics Department office by the end of March to be considered. If summer project descriptions are posted on the Department’s website, please indicate in the statement of interest which project is of interest. Students seeking research opportunities with Statistics Department
faculty during the academic year are advised to be entrepreneurial and proactive: identify congenial faculty whose research is appealing, request an opportunity to meet, and provide some indication of previous course work when asking for a project.

Professors
- David Blei (with Computer Science)
- Mark Brown
- Richard R. Davis
- Victor H. de la Peña
- Andrew Gelman (with Political Science)
- Shaw-Hwa Lo
- David Madigan
- Ioannis Karatzas (Mathematics)
- Liam Paninski
- Philip Protter
- Michael Sobel
- Daniel Rabinowitz
- Zhiliang Ying

Associate Professors
- Jose Blanchet (with Industrial Engineering and Operations Research)
- Jingchen Liu
- Bodhisattva Sen
- Tian Zheng

Assistant Professors
- John Cunningham
- Yang Feng
- Lauren Hannah
- Arian Maleki
- Sumit Mukherjee
- Marcel Nutz
- Peter Orbanz

Term Assistant Professors
- Yuchong Zhang
- Abolfazl Safikhani

Adjunct Professors
- Demissie Alemayehu
- Flavio Bartmann
- Guy Cohen
- Regina Dolgoarshinnykh
- Anthony Donoghue
- Hammou Elbarmi
- Birol Emir
- Irene Hueter
- James Landwehr
- Ha Nguyen

Lecturers in Discipline
- Banu Baydil
- Ronald Neath
- David Rios
- Gabriel Young

Major in Statistics
The requirements for this program were modified in March 2016. Students who declared this program before this date should contact the director of undergraduate studies for the department in order to confirm their options for major requirements.

The major should be planned with the director of undergraduate studies. Courses in which the grade of D has been received do not count toward the major. The requirements for the major are as follows:

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One of the following five courses
- COMS W1007 Honors Introduction to Computer Science
- ENGI E1006 Introduction to Computing for Engineers and Applied Scientists
- COMS W1005 Introduction to Computer Science and Programming in MATLAB
- STAT UN2102 Applied Statistical Computing
- COMS W1004 Introduction to Computer Science and Programming in Java

Core courses in probability and statistics
- STAT UN1201 Calculus-Based Introduction to Statistics
- STAT GU4203 PROBABILITY THEORY
- STAT GU4204 Statistical Inference
- STAT GU4205 Linear Regression Models
- STAT GU4206 Statistical Computing and Introduction to Data Science
- STAT GU4207 Elementary Stochastic Processes

Three approved electives in statistics or, with permission, a cognate field.

- Students preparing for a career in actuarial science are encouraged to replace STAT GU4205 Linear Regression Models with STAT GU4282 Linear Regression and Time Series Methods, and should take as one of their electives STAT GU4281 Theory of Interest.
- Students preparing for graduate study in statistics are encouraged to replace two electives with MATH GU4061 Introduction To Modern Analysis I and MATH GU4062 Introduction To Modern Analysis II.
### Minor in Statistics

Courses in which the grade of D has been received do not count towards the minor. The requirements for the minor are as follows.

- Students may replace courses required for the minor by approved Statistics Department courses.

### Major in Mathematics-Statistics

The program is designed to prepare the student for: (1) a career in industries such as finance and insurance that require a high level of mathematical sophistication and a substantial knowledge of probability and statistics; and (2) graduate study in quantitative disciplines. Students choose electives in finance, actuarial science, operations research, or other quantitative fields to complement requirements in mathematics, statistics, and computer science.

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<td>STAT UN2102</td>
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<tr>
<td>STAT UN2103</td>
<td>Applied Linear Regression Analysis</td>
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<tr>
<td>STAT UN2104</td>
<td>Applied Categorical Data Analysis</td>
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<tr>
<td>STAT UN3105</td>
<td>Applied Statistical Methods</td>
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<tr>
<td>STAT UN3106</td>
<td>Applied Data Mining</td>
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### Electives

An approved selection of three advanced courses in mathematics, statistics, applied mathematics, industrial engineering and operations research, computer science, or approved mathematical methods courses in a quantitative discipline. At least one elective must be a Mathematics Department course numbered 3000 or above.

- Students interested in modeling applications are recommended to take MATH UN3027 Ordinary Differential Equations and MATH UN3028 Partial Differential Equations.
- Students interested in finance are recommended to include among their electives MATH GR5010 Introduction to the Mathematics of Finance, STAT GU4261 Statistical Methods in Finance, and STAT GU4221 Time Series Analysis.
- Students interested in graduate study in mathematics or in statistics are recommended to take MATH GU4061 Introduction To Modern Analysis I and MATH GU4062 Introduction To Modern Analysis II.
- Students preparing for a career in actuarial science are encouraged to replace STAT GU4205 Linear Regression Models with STAT GU4282 Linear Regression and Time Series Methods, and to take among their electives STAT GU4281 Theory of Interest.

### Introductory Courses

Students interested in statistical concepts, but who do not anticipate undertaking statistical analyses, should take STAT UN1001 Introduction to Statistical Reasoning. Students seeking an introduction to applied statistics or preparing for the concentration should take STAT UN1101 Introduction to Statistics (without calculus). Students seeking a foundation for further study of probability theory and statistical theory and methods should take STAT UN1201 Calculus-based Introduction to Statistics. Students seeking a one-semester calculus-based survey should take STAT GU4001 Introduction to Probability and Statistics. The undergraduate seminar STAT UN1202 features faculty lectures prepared with undergraduates in mind; students may attend without registering.

### STAT UN1001 Introduction to Statistical Reasoning. 3 points.


A friendly introduction to statistical concepts and reasoning with emphasis on developing statistical intuition rather than on mathematical rigor. Topics include design of experiments, descriptive statistics, correlation and regression, probability, chance variability, sampling, chance models, and tests of significance.

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<tr>
<th>Fall 2017: STAT UN1001</th>
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<tr>
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<tr>
<td>STAT 1001</td>
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<td>STAT 1001</td>
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Prerequisites: intermediate high school algebra. Designed for students in fields that emphasize quantitative methods. Graphical and numerical summaries, probability, sampling theory, analysis of variance, confidence intervals and hypothesis testing. Quantitative reasoning and data analysis. Practical experience with statistical software. Illustrations are taken from a variety of fields. Data-collection/analysis project with emphasis on study designs is part of the coursework requirement.

Prerequisites: one semester of calculus. Designed for students who desire a strong grounding in statistical concepts with a greater degree of mathematical rigor than in STAT W1111. Random variables, probability distributions, pdf, cdf, mean, variance, correlation, conditional distribution, conditional mean and conditional variance, law of iterated expectations, normal, chi-square, F and t distributions, law of large numbers, central limit theorem, parameter estimation, unbiasedness, consistency, efficiency, hypothesis testing, p-value, confidence intervals, maximum likelihood estimation. Serves as the pre-requisite for ECON W3412.

Prerequisites: Previous or concurrent enrollment in a course in statistics would make the talks more accessible. Prepared with undergraduates majoring in quantitative disciplines in mind, the presentations in this colloquium focus on the interface between data analysis, computation, and theory in interdisciplinary research. Meetings are open to all undergraduates, whether registered or not. Presenters are drawn from the faculty of department in Arts and Sciences, Engineering, Public Health and Medicine.

Prerequisites: Calculus through multiple integration and infinite sums. A calculus-based tour of the fundamentals of probability theory and statistical inference. Probability models, random variables, useful distributions, conditioning, expectations, law of large numbers, central limit theorem, point and confidence interval estimation, hypothesis testing, linear regression. This course replaces SIEO 4150.

The applied statistics sequence, together with an introductory course, forms the concentration in applied statistics. STAT UN2102 Applied statistical computing may be used to satisfy the computing requirement for the major, and the other concentration courses may be
used to satisfy the elective requirements for the major. (Students who
sat STAT GU4205 Linear Regression for the major would find that they
have covered essentially all of the material in STAT UN2103 Applied
Linear Regression Analysis.

STAT UN2102 Applied Statistical Computing. 3 points.
Corequisites: An introductory course in statistic (STAT UN1101 is
recommended).
This course is an introduction to R programming. After learning basic
programming component, such as defining variables and vectors, and
learning different data structures in R, students will, via project-
based assignments, study more advanced topics, such as recursion,
conditionals, modular programming, and data visualization. Students
will also learn the fundamental concepts in computational complexity,
and will practice writing reports based on their statistical analyses.

STAT UN2103 Applied Linear Regression Analysis. 3 points.
Prerequisites: An introductory course in statistics (STAT UN1101 is
recommended). Students without programming experience in R might find STAT UN2102 very helpful.
This course is an introduction to R programming. After learning basic
programming component, such as defining variables and vectors, and
learning different data structures in R, students will, via project-
based assignments, study more advanced topics, such as recursion,
conditionals, modular programming, and data visualization. Students
will also learn the fundamental concepts in computational complexity,
and will practice writing reports based on their statistical analyses.

Foundation Courses
The calculus-based foundation courses for the core of the statistics
major. These courses are GU4203 Probability Theory, GU4204
Statistical Inference, GU4205 Linear Regression, GU4206 Statistical
Computing and Introduction to Data Science, and GU4207 Elementary
Stochastic processes. Ideally, students would take Probability
theory or the equivalent before taking either Statistical Inference or
Elementary Stochastic Processes, and would have taken Statistical
Inference before, or at least concurrently with taking Linear Regression
Analysis, and would have taken Linear Regression analysis before,
or at least concurrently, with taking the computing and data science
course. A semester of calculus should be taken before Probability,
additional semesters of calculus are recommended before Statistical
Inference, and a course in linear algebra before Linear Regression is
strongly recommended. For the more advanced electives in stochastic
processes, Probability Theory is an essential prerequisite, and many
students would benefit from taking Elementary Stochastic Processes,
too. Linear Regression and the computing and data science course
should be taken before the advanced electives in machine learning
and data science. Linear Regression is a strongly recommended
prerequisite, or at least co-requisite, for the remaining advanced
statistical electives.

This course is intended to give students practical experience with
statistical methods beyond linear regression and categorical data
analysis. The focus will be on understanding the uses and limitations
of models, not the mathematical foundations for the methods. Topics
that may be covered include random and mixed-effects models,
classical non-parametric techniques, the statistical theory causality,
sample survey design, multi-level models, generalized linear regression,
generalized estimating equations and over-dispersion, survival analysis
including the Kaplan-Meier estimator, log-rank statistics, and the
Cox proportional hazards regression model. Power calculations and
proposal and report writing will be discussed.

STAT UN3106 Applied Data Mining. 3 points.
Prerequisites: STAT UN2103. Students without programming
experience in R might find STAT UN2102 very helpful.
This course will be taught as a machine learning class. We will
cover topics including data-based prediction, classification, specific
classification methods (such as logistic regression and random
forests), and basics of neural networks. Programming in homeworks
will require R; students without programming experience in R might find STAT UN2102 helpful.

Fall 2017: STAT UN3105
Course Number Section/Call Number Times/Location Instructor Points Enrollment
STAT 3105 001/67449 T Th 1:10pm - 2:25pm 703 Hamilton Hall David Rios 3 21/50

Spring 2018: STAT UN3106
Course Number Section/Call Number Times/Location Instructor Points Enrollment
STAT 3106 001/64011 T Th 2:40pm - 3:55pm 627 Seeley W. Mudd Building Peter Orbanz 3 41/50

Code Title Points
STAT GU4203 PROBABILITY THEORY
STAT GU4204 Statistical Inference
STAT GU4205 Linear Regression Models
STAT GU4206 Statistical Computing and Introduction to Data Science

STAT GU4207 Elementary Stochastic Processes

Advanced Statistics Courses

Advanced statistics courses combine theory with methods and practical experience in data analysis. Undergraduates enrolling in advanced statistics courses would be well-advised to have completed STAT GU4203 (Probability Theory), GU4204 (Statistical Inference), and GU4205 (Linear Regression).

STAT GU4221 Time Series Analysis. 3 points.


Prerequisites: STAT GU4205 or the equivalent.

Least squares smoothing and prediction, linear systems, Fourier analysis, and spectral estimation. Impulse response and transfer function. Fourier series, the fast Fourier transform, autocorrelation function, and spectral density. Univariate Box-Jenkins modeling and forecasting. Emphasis on applications. Examples from the physical sciences, social sciences, and business. Computing is an integral part of the course.

Fall 2017: STAT GU4221

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<th>Course Number</th>
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<tbody>
<tr>
<td>STAT 4221</td>
<td>001/11723</td>
<td>M W 7:40pm - 8:55pm 203 Mathematics Building</td>
<td>Dan Wang</td>
<td>3</td>
<td>9/30</td>
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<td>M W 7:40pm - 8:55pm 428 Pupin Laboratories</td>
<td>Abolfazal Safikhani</td>
<td>3</td>
<td>10/25</td>
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<tr>
<td></td>
<td></td>
<td>Sa 2:40pm - 5:25pm 501 Northwest Corner</td>
<td>Rongning Wu</td>
<td>3</td>
<td>11/20</td>
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</tbody>
</table>

STAT GU4222 Nonparametric Statistics. 3 points.


Prerequisites: STAT GU4204 or the equivalent.


Spring 2018: STAT GU4222

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<th>Course Number</th>
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<tr>
<td>STAT 4222</td>
<td>001/22673</td>
<td>M W 1:10pm - 2:25pm 312 Mathematics Building</td>
<td>Arian Maleki</td>
<td>3</td>
<td>6/16</td>
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</tbody>
</table>

STAT GU4223 Multivariate Statistical Inference. 0 points.

Prerequisites: STAT GU4205 or the equivalent.

Multivariate normal distribution, multivariate regression and classification; canonical correlation; graphical models and Bayesian networks; principal components and other models for factor analysis; SVD; discriminant analysis; cluster analysis.

Spring 2018: STAT GU4223

STAT GU4224 Bayesian Statistics. 3 points.

Prerequisites: STAT GU4204 or the equivalent.

Bayesian vs frequentist, prior and posterior distributions, conjugate priors, informative and non-informative prior subjective and objective bayes, oneand two sample problems, models for normal data, models for binary data, multivariate normal shrinkage, bayesian linear models, bayesian computation (start early), MCMC algorithms, the Gibbs sampler, hierarchical models, empirical bayes, hypothesis testing, bayes factors, model selection, software: R and WinBUGS

Fall 2017: STAT GU4224

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<th>Course Number</th>
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<th>Instructor</th>
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<tr>
<td>STAT 4224</td>
<td>001/24790</td>
<td>M W 2:40pm - 3:55pm 329 Pupin Laboratories</td>
<td>Ronald Neath</td>
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Spring 2018: STAT GU4224

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<th>Course Number</th>
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<tr>
<td>STAT 4224</td>
<td>001/15902</td>
<td>T H 6:10pm - 7:25pm 614 Schermerhorn Hall</td>
<td>Banu Baydil</td>
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STAT GU4231 Survival Analysis. 0 points.


Prerequisites: STAT GU4205 or the equivalent.

Survival distributions, types of censored data, estimation for various survival models, nonparametric estimation of survival distributions, the proportional hazard and accelerated lifetime models for regression analysis with failure-time data. Extensive use of the computer.

Spring 2018: STAT GU4231

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<th>Course Number</th>
<th>Section/Call Number</th>
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<td>M W 6:10pm - 7:25pm 329 Pupin Laboratories</td>
<td>Michael Shnaidman</td>
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</tbody>
</table>

STAT GU4232 Generalized Linear Models. 3 points.


Prerequisites: STAT GU4205 or the equivalent.

Statistical methods for rates and proportions, ordered and nominal categorical responses, contingency tables, odds-ratios, exact inference, logistic regression, Poisson regression, generalized linear models.

Spring 2018: STAT GU4232

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<th>Course Number</th>
<th>Section/Call Number</th>
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<th>Instructor</th>
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<td>001/18795</td>
<td>T H 4:10pm - 5:25pm 614 Schermerhorn Hall</td>
<td>Michael Sobel</td>
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</table>

STAT GU4233 Multilevel Models. 3 points.

Not offered during 2017-18 academic year.

Prerequisites: STAT GU4205 or the equivalent.

Theory and practice, including model-checking, for random and mixed-effects models (also called hierarchical, multi-level models). Extensive use of the computer to analyse data.
STAT GU4234 Sample Surveys. 3 points.

Prerequisites: STAT GU4204 or the equivalent.
Introductory course on the design and analysis of sample surveys. How sample surveys are conducted, why the designs are used, how to analyze survey results, and how to derive from first principles the standard results and their generalizations. Examples from public health, social work, opinion polling, and other topics of interest.

Fall 2017: STAT GU4234
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<td>1127 Seeley W. Mudd Building</td>
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</table>

STAT GU4241 Statistical Machine Learning. 0 points.
Prerequisites: STAT GU4206.
The course will provide an introduction to Machine Learning and its core models and algorithms. The aim of the course is to provide students of statistics with detailed knowledge of how Machine Learning methods work and how statistical models can be brought to bear in computer systems - not only to analyze large data sets, but to let computers perform tasks that traditional methods of computer science are unable to address. Examples range from speech recognition and text analysis through bioinformatics and medical diagnosis. This course provides a first introduction to the statistical methods and mathematical concepts which make such technologies possible.

Spring 2018: STAT GU4241
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<th>Course Number</th>
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<td>Linxi Liu</td>
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<td>417 International Affairs Bldg</td>
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<td>001/60153</td>
<td>M W 8:40am - 9:55am</td>
<td>Linxi Liu</td>
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<td>903 School Of Social Work</td>
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STAT GU4261 Statistical Methods in Finance. 3 points.

Prerequisites: STAT GU4205 or the equivalent.
A fast-paced introduction to statistical methods used in quantitative finance. Financial applications and statistical methodologies are intertwined in all lectures. Topics include regression analysis and applications to the Capital Asset Pricing Model and multifactor pricing models, principal components and multivariate analysis, smoothing techniques and estimation of yield curves statistical methods for financial time series, value at risk, term structure models and fixed income research, and estimation and modeling of volatilities. Hands-on experience with financial data.

Fall 2017: STAT GU4261
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<th>Course Number</th>
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Spring 2018: STAT GU4261

STAT GU4263 Statistical Inference and Time Series Modelling. 3 points.
Not offered during 2017-18 academic year.

STAT GU4291 Advanced Data Analysis. 3 points.

Prerequisites: STAT GU4205 and at least one statistics course numbered between GU4221 and GU4261.
This is a course on getting the most out of data. The emphasis will be on hands-on experience, involving case studies with real data and using common statistical packages. The course covers, at a very high level, exploratory data analysis, model formulation, goodness of fit testing, and other standard and non-standard statistical procedures, including linear regression, analysis of variance, nonlinear regression, generalized linear models, survival analysis, time series analysis, and modern regression methods. Students will be expected to propose a data set of their choice for use as case study material.

Actuarial Sciences Courses

Only students preparing for a career in actuarial sciences should consider the courses in this section. Such students may also be interested in courses offered through the School of Professional Studies M.S. Program in Actuarial Science, but must check with the academic advisors in their schools to know whether they are allowed to register for those courses. Students majoring in statistics and preparing for a career in actuarial science may take STAT GU4282 (Regression and Time Series Analysis) in place of the major requirement STAT GU4205 (Linear Regression Analysis).

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<th>Code</th>
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<tr>
<td>STAT GU4281</td>
<td>Theory of Interest</td>
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<tr>
<td>STAT GU4282</td>
<td>Linear Regression and Time Series Methods</td>
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</table>
**Advanced Data Science Courses**

In response to the ever growing importance of "big data" in scientific and policy endeavors, the last few years have seen an explosive growth in theory, methods, and applications at the interface between computer science and statistics. The Department offers a sequence that begins with the core course STAT GU4206 (Statistical Computing and Introduction to Data Science) and continues with the advanced electives GU4241 (Statistical Machine Learning) and GU4242 (Advanced Machine Learning), and also the advanced elective STAT GU4243 (Applied Data Science). Undergraduate students without experience in programming would likely benefit from taking the statistical computing and data science course before attempting GU4241, GU4242, or GU4243.

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<tbody>
<tr>
<td>STAT GU4241</td>
<td>Statistical Machine Learning</td>
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<tr>
<td>STAT GU4242</td>
<td>Advanced Machine Learning</td>
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<tr>
<td>STAT GU4243</td>
<td>Applied Data Science</td>
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<tr>
<td>STAT GU4702</td>
<td>Exploratory Data Analysis and Visualization</td>
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**Advanced Stochastic Processes Courses**

The stochastic processes electives in this section have STAT GU4203 (Probability Theory) or the equivalent as prerequisites. Most students would also benefit from taking STAT GU4207 (Elementary Stochastic Processes) before embarking on the more advanced stochastic processes electives.

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<th>Code</th>
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<tbody>
<tr>
<td>STAT GU4262</td>
<td>Stochastic Processes for Finance</td>
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<tr>
<td>STAT GU4264</td>
<td>Stochastic Processes and Applications</td>
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<tr>
<td>STAT GU4265</td>
<td>Stochastic Methods in Finance</td>
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</table>

**STEM**

Timothy J Halpin-Healy (Physics & Astronomy)
Brian Morton (Biological Sciences)
Joshua New (Psychology)
Rajiv Sethi (Economics)
Lisa Son (Psychology)

**STEM BC2222 Coding in the Sciences. 4 points.**


Students will learn how to write computer programs with the aim of answering specific questions of the kind that frequently arise during research. In one module students will develop an app that performs basic analyses of DNA Sequence data. For students with little or no programming background.

**STEM BC2223 Computer Programming for the Behavioral Sciences. 4 points.**


The Barnard and Columbia undergraduate theatre program engages the disciplines of drama, theatre, and performance studies as a distinctive mode of intellectual and artistic inquiry. Majors take foundational coursework in the literary, cultural, and embodied traditions of western and non-western performance as well as in the practices of acting, directing, design, and playwriting. All majors then specialize in a specific area and undertake advanced thesis work, leading either to a formal essay of original research, or to an artistic project (in acting, design, directing, dramaturgy, playwriting, or solo performance) that combines the practices of research and artistic creation.

While Barnard and Columbia students fulfill the overall graduation requirements of their respective institutions, major requirements for the Barnard Major in Theatre/Columbia Major in Drama and Theatre Arts are identical, and the majority of required coursework is offered through the Barnard College Department of Theatre. Barnard and Columbia students receive their degrees from their respective colleges of Columbia University.

The Department's season of productions in the Minor Latham Playhouse and the Glicker-Milstein Black Box Theatre is a crucible of investigation: the place where professional directors and designers collaborate with undergraduates, using a wide range of classic and contemporary plays and performance practices to shape insights unique to theatrical inquiry today. Whether it’s Shakespeare or Soyinka or Caryl Churchill, or the directing, solo performance, and playwriting theses in the Senior Thesis Festival, Department of Theatre productions are both a learning process and a scene of encounter, where perceptions are shaped for the attention and creative response of a larger public.

Students interested in majoring in Theatre should consider taking three or four of the required classes in their first two years of study: Theatre History I, Theatre History II and/or a course fulfilling the "world theatre" requirement, and at least one class in acting, directing, or playwriting (preferably in the area you might choose as areas of specialization). Students thinking about a research focus might consider an additional dramatic literature class early in their studies; students thinking about an acting or design focus, for example, might consider additional classes in those areas in the second or third year of study.

Students declare the major in the spring semester of the sophomore year. The major requirements are spelled out below, and the process for choosing a thesis area as well: all Theatre/Drama and Theatre Arts majors complete a thesis as a capstone to their work in the degree. For
more information about the major, please contact any full-time faculty member (see Faculty pages).

Barnard students must make an appointment or come by the office of the Department Chair to have the major-declaration form signed, and will have a major adviser from the Department faculty. Columbia students are encouraged to meet with members of the faculty to discuss the degree. All majors should introduce themselves to the Theatre Administrator in 507 Milbank Hall; he will add names to the departmental listserv, and help students to keep up to date in important information about studying in the Department.

Student Learning Objectives
Upon completion of the major, successful students will be able to attain the following objectives:

- Assess critically the artistic ambitions of contemporary theatrical performance, and of literary, critical and theoretical issues involved in the interpretation of dramatic literature and theatrical performance;
- Create with proficiency in at least one area of creative work in the field: critical/research writing, acting, directing, design, playwriting, and dramaturgy.

Areas of Concentration

Drama and Theatre Studies Student Learning Objectives
Students successfully completing drama and theatre studies coursework, or concentrating in drama and theatre studies, should be able to attain the following objectives:

1. Write clearly about dramatic literature, and about performance, including where applicable film performance;
2. Synthesize and evaluate contemporary criticism and research scholarship in writing;
3. Know specific authors, movements, periods, styles, and ideological structures in the history of drama, theatre, and performance (i.e., Shakespeare, American drama, Performative Cultures of the Third Reich, Black Theatre);
4. Use critical, theoretical, and historical concepts in the analysis of drama and performance.

Acting Student Learning Objectives
Students successfully completing a concentration in acting should be able to attain the following objectives:

1. Analyze dramatic texts and apply the analysis to developing a performable role/character;
2. Synthesize external elements with external elements (social mores, environment, historical context, status relationship to others) and internal elements (center of gravity, personal rhythm, speed, tempo) toward the expression of a character's physicality and emotionalism;
3. Recognize and apply the fundamental concepts of character development: objectives, obstacles, actions, given circumstances;
4. Develop vocal, physical and emotional awareness and imagination, and to explore techniques available to aid the actor in applying these elements in a conscious way during rehearsal and performance.

Design Student Learning Objectives
Students successfully completing a concentration in design should be able to attain the following objectives:

1. Analyze dramatic texts and translate that analysis into documents used in the production process (breakdowns, plots, etc.);
2. Collect images and texts that provide insight into the developing design idea, and accurately communicate historical and stylistic choices;
3. Demonstrate fluency with the craft of a design field – e.g. sketching, model making, drafting, sound and lighting plots, and associated software;
4. Perform collaboratively, adapting and informing their designs with ideas generated through conversation with colleagues, classmates, and advisors.

Directing Student Learning Objectives
Students successfully completing a concentration in directing should be able to attain the following objectives:

1. Recognize the different demands of different configurations of stage space;
2. Apply compositional tools;
3. Define production style and its influence on performance choices;
4. Communicate effectively with actors;
5. Analyze the historical, social, and aesthetic elements of a dramatic text as the basis for a directorial conception.

Dramaturgy Student Learning Objectives
Students successfully completing a concentration in dramaturgy should be able to attain the following objectives:

1. Apply important critical and theoretical concepts to the analysis of dramatic writing and theatrical performance;
2. Synthesize and evaluate contemporary research scholarship and apply it to a specific production, including biographical, historical, and interpretive information;
3. Write clearly and effectively about the goals of a production, its critical contexts and purposes;
4. Communicate the critical stakes of a performance to a director and cast; to be able to work with a director in fashioning those stakes;
5. Edit dramatic scripts for production.

Playwriting Student Learning Objectives
Students successfully completing a concentration in playwriting should be able to attain the following objectives:

1. Create an individual theatrical voice in writing;
2. Construct dramatic and theatrical events onstage;
3. Communicate supportive critique to fellow writers;
4. Interpret plot and story, and to employ language and spectacle creatively;
5. Recognize dramatic structures, and be able to shape and hold an audience's attention.

Chair: W.B. Worthen (Alice Brady Pels Professor in the Arts, Co-Director of Undergraduate Studies, Drama and Theatre Arts)
Assistant Professors: Shayoni Mitra, Hana Worthen
Assistant Professors of Professional Practice: Sandra Goldmark, Alice Reagan
Adjunct Lecturers: Betsy Adams, Mana Allen, Linda Bartholomai, Andy Bragen, Grant Chapman, Kyle deCamp, Crystal Finn, Sharon Fogarty, Mikhael Tara Garver, Tuomas Hiltunen, Anne Kenney, Jimmy King,
Stacey McMath, Suman Mukherjee, Piia Mustamäki, Fitz Patton, Rita Pietropinto, Wendy Waterman

Affiliated Faculty:

Associate Professor: Maja Horn (Spanish and Latin American Cultures)
Senior Lecturers: Pam Cobrin (English, Director, Writing Program), Patricia Denison (English, Co-Director of Undergraduate Studies, Drama and Theatre Arts)

Other officers of the University offering courses listed below:

Professors: Austin E. Quigley, Julie Stone Peters
Professor of Professional Practice: Steven Chaikelson
Assistant Professor: Katherine Biers

Department Administrator: Mike Cavalier
Technical Director: Greg Winkler
Production Manager: Michael Banta
Costume Shop Manager: Kara Feely
Faculty Department Assistant: Coretta Grant

Requirements for the Major

Download the Theatre major self-audit form (https://theatre.barnard.edu/sites/default/files/inline/selfaudit2012_revised_12-12-12.doc)

Students intending to major in Theatre should consult with the Department Chair in their sophomore year or earlier to plan a program: this consultation is required for Barnard students and strongly recommended for Columbia students. Twelve courses and one senior thesis (in Performance or in Research) are required as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>THTR UN3150</td>
<td>Western Theatre Traditions: Classic to Romantic</td>
<td></td>
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<tr>
<td>THTR UN3000</td>
<td>Theatre Traditions in a Global Context</td>
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<tr>
<td>THTR V3155</td>
<td>Traditional Indian Theatre</td>
<td></td>
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<tr>
<td>THTR V3156</td>
<td>Modern Asian Performance</td>
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<tr>
<td>THTR V3165</td>
<td>Theories of Performance Studies</td>
<td>4</td>
</tr>
<tr>
<td>THTR V3166</td>
<td>Drama, Theatre, and Theory</td>
<td></td>
</tr>
<tr>
<td>ENTA UN3701</td>
<td>Drama, Theatre, Theory</td>
<td></td>
</tr>
</tbody>
</table>

Select one course in Shakespeare

Select two courses in dramatic literature, theatre studies, or performance studies, taken in the Theatre Department or in another department with advisor’s approval. One course must be a seminar

Theatre Practice

Select one of the following courses in theatre design:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>THTR UN3132</td>
<td>Sound Design</td>
</tr>
<tr>
<td>THTR V3133</td>
<td>Costume Design</td>
</tr>
<tr>
<td>THTR V3134</td>
<td>Lighting Design</td>
</tr>
<tr>
<td>THTR UN3135</td>
<td>Problems in Design</td>
</tr>
<tr>
<td>THTR V3510</td>
<td>Collaboration: Directing and Design (may be counted if not counted toward directing)</td>
</tr>
<tr>
<td>THTR V3203</td>
<td>Collaboration: Directing and Design (may be counted if not counted toward directing)</td>
</tr>
<tr>
<td>THTR V2007</td>
<td>Scene Lab</td>
</tr>
</tbody>
</table>

Select one of the following courses in directing:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>THTR UN3200</td>
<td>Directing I</td>
</tr>
<tr>
<td>THTR V3203</td>
<td>Collaboration: Directing and Design (may be counted if not counted toward Design)</td>
</tr>
</tbody>
</table>

Concentration

All majors must take an additional two courses in the field of the senior thesis: acting, directing, design, dramaturgy, playwriting, or research. See below.

Senior Thesis

All students must take either THTR V3997 or THTR V3998:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>THTR UN3997</td>
<td>Senior Thesis: Performance (acting, design, directing, dramaturgy, or playwriting)</td>
</tr>
<tr>
<td>THTR UN3998</td>
<td>Senior Thesis: Research</td>
</tr>
</tbody>
</table>

* Prior to completing the Senior Thesis: Performance, majors must take an additional two courses in the field of the thesis (acting, design, dramaturgy, directing, playwriting). Courses in acting, design, and directing are offered through the Department of Theatre. Courses in playwriting are offered through the Department of Theatre; courses offered through the Barnard Department of English may be taken as well with advisor approval. For theses in Directing, students must take Dramaturgy prior to the thesis year. For theses in Dramaturgy, students take two courses in drama, theatre, or performance research; these courses may be drawn from courses in dramatic literature, theatre studies, and global performance traditions offered in the Theatre department, or from dramatic literature courses offered in other departments with adviser’s approval. Dramaturgy concentrators may substitute one course in playwriting for one of these two courses. Students taking a Solo Performance thesis are required to have taken the Solo Performance course prior to the thesis semester (spring), among the three required courses in acting.

** Prior to completing the Senior Thesis: Research, majors must take an additional two courses in drama, theatre, or performance research; these courses may be drawn from courses in dramatic literature, theatre studies, and global performance traditions offered in the Theatre department, or from dramatic literature courses offered in other departments with adviser’s approval. These courses should be discussed with the student’s major advisor, as well as with the sponsor of the thesis.

Production Crew

Theatre majors planning on completing a Senior Thesis in Performance (acting, design, directing, dramaturgy, playwriting, solo performance) are required to complete a run crew assignment and a crew head assignment prior to their final semester; to be in the strongest position for the thesis, ideally these assignments are completed during the junior year. Please see the section on Production Crew (http://theatre.barnard.edu/department-and-production-information/#productioncrew) for more information.

Studio Courses

Please note that for Barnard students there is a limit on studio courses. Theatre majors may take 24 studio points in Theatre and an additional six in another discipline for a total of 30 studio points. Theatre Department studio courses are:
THTR V2003 Voice and Speech. 2 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions.

Course develops the processes and tools an actor needs to approach the text of a play. Students develop their physical, vocal, and imaginative range and skills through voice and speech exercises, work on non-verbal behavior, improvisation, and character development. IN THE FALL SEMESTER OPEN ONLY TO FIRST-YEAR STUDENTS. Course encouraged for prospective BC Theatre and CU Drama and Theatre Arts majors.


Prerequisites: Enrollment limited. Permission given by instructor only at first meeting.

Students attend a variety of performances as well as a weekly lab meeting. Emphasis on expanding students' critical vocabulary and understanding of current New York theatre and its history. Section on contemporary New York theatre management and production practices.

THTR V2004 Movement for Actors. 2 points.
Not offered during 2017-18 academic year.

Prerequisites: Recommended for students intending to focus on acting or directing in the senior thesis. Enrollment limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions.

Techniques of vocal production tailored to the individual problems and potential of the student. Exercises for use in warm-up, relaxation, breathing, and rehearsal; daily work with poetry and dramatic texts.

THTR V2005 Acting Workshop. 3 points.
When offered in Fall semester, open only to first-year students.

Prerequisites: Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions.

Course develops the processes and tools an actor needs to approach the text of a play. Students develop their physical, vocal, and imaginative range and skills through voice and speech exercises, work on non-verbal behavior, improvisation, and character development. IN THE FALL SEMESTER OPEN ONLY TO FIRST-YEAR STUDENTS. Course encouraged for prospective BC Theatre and CU Drama and Theatre Arts majors.

THTR V2007 Scene Lab. 3 points.

Prerequisites: Enrollment limited to 16 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions.

Course develops the processes and tools an actor needs to approach the text of a play. Students develop their physical, vocal, and imaginative range and skills through voice and speech exercises, work on non-verbal behavior, improvisation, and character development. IN THE FALL SEMESTER OPEN ONLY TO FIRST-YEAR STUDENTS. Course encouraged for prospective BC Theatre and CU Drama and Theatre Arts majors.

THTR V2120 Technical Production. 3 points.

Prerequisites: Crew assignment optional. Enrollment limited to 10 students.

Introduction to the equipment, terms, and procedures employed in the creation of scenery, lighting, and sound for the stage. Classroom exercises and field visits emphasize approaches to collaborative process and production management.

THTR V2121 Stage Management. 3 points.

Prerequisites: Permission of the instructor, given at first class meeting. This course explores the role of the stage manager and production manager in theatrical production. Students undertake hands-on exercises to develop the practical and collaborative skills essential to working both as a stage manager and production manager—script analysis; production timeline and rehearsal management; technical rehearsal; budgeting; working with directors and designers; working with unions; health and safety codes; house management; box office.

THTR V2140 History and Practice of Producing for the Theatre. 4 points.

Prerequisites: Preference given to students who have taken New York Theatre and/or are Theatre/Drama and Theatre Arts majors. Permission of instructor given at first class meeting, required. Course limited to 12.

Explores the role and responsibilities of the producer in commercial and not-for-profit theatre; the relationship of the producer to the cast and creative team; the creative development of plays and musicals; the evolution of the role of the producer over the twentieth century; and the pioneering work of great producers of the past century. Students develop criteria to assess artistic and financial merits of theatrical work. Attendance at productions on and off Broadway, meetings with producers and other theatre artists.
**THTR V3000 Theatre Traditions in a Global Context. 3 points.**

BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Prerequisites: Enrollment limited to 50 students.

Provides a broad introduction to several traditions of nonwestern drama and theatrical practice, often placing recent and contemporary writing in relation to established conventions. Taking up plays and performance traditions from Asia, South Asia, and various African traditions, it may also consider the relation between elite and popular culture (adaptations of Shakespeare, for example), and between drama, theatre, and film. Fulfills one course in World Theatre for Theatre/Drama and Theatre Arts majors.

**THTR V3004 Acting Lab. 3 points.**

Prerequisites: Enrollment in each section limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

This is an umbrella course whose offerings will change each year. Some are narrow, some broad; all are designed with several objectives in common, including: a. To focus on a particular genre, playwright, approach to live performance. b. To develop an interrelated set of conceptual, analytical, and embodiment skills and approaches.

Courses typically involve scene preparation, reading, research, and both individual and group projects, as well as active participation in classroom exercises. c. To develop a sense of the purposes and goals of a specific approach to acting. The acting lab courses are intentionally non-sequential; students with little previous background in acting are strongly encouraged to consider the Acting Workshop and Scene Lab courses. No more than six courses can be taken from the Acting Lab/Advanced Acting Lab offerings during a student's career. Auditions are required for all Acting Labs and will take place the first two evenings of each semester. Each course fulfills one course in Acting requirement for Theatre/Drama and Theatre Arts majors. Please check with the Theatre Department website for specific offerings and audition information.

**THTR V3006 Advanced Acting Lab. 3 points.**

Prerequisites: Preference given to juniors and seniors; THTRV 3004 or 3005 prerequisite. Enrollment limited to 14 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Special problems of performance. In-class scene work, extensive outside research, rehearsals, and reading. Fulfills additional coursework in Acting for Theatre/Drama and Theatre Arts majors.

**THTR V3122 Rehearsal and Performance. 1-3 points.**

Prerequisites: Students cast as actors in a departmental stage production register for this course; course emphasizes the collaborative nature of production, and appropriate research and reading required in addition to artistic assignments. Students working as dramaturgs on departmental productions register for this course as well. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Students take part in the full production of a play as actors, designers, dramaturgs, or stage managers. Emphasizes the collaborative nature of production. Appropriate research and reading will be required in addition to artistic assignments.

**THTR V3132 Sound Design. 3 points.**

Prerequisites: Permission of instructor given at first class meeting. Studies the art and practice of designing sound and scoring music for dramatic performance. Students study the relationship between concert and incidental music, and read plays toward the production of a score for live theatre. Students also read broadly in the fields of sound, music, acoustics, and the cultural analysis of sound as a component of performance. Background in music or composition not essential. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

**THTR V3133 Costume Design. 3 points.**

Prerequisites: Permission of instructor given at first class meeting. Studio course exploring designing costumes for the stage. Students become familiar with textual and character analysis, research, sketching and rendering, swatching and introductory costume history. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

**THTR V3134 Lighting Design. 3 points.**

Prerequisites: Enrollment limited to 12 students. Permission of instructor given at first class meeting. Focuses on both the technical and creative aspects of theatrical lighting design. Students will learn the role of lighting within the larger design and performance collaboration through individual and group projects, readings, hands-on workshops, and critique of actual designs. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

**THTR V3135 Scene Design. 3 points.**

Prerequisites: Enrollment limited to 12 students. Permission of instructor given at first class meeting. Introduction to designing for the theatre. The course will focus on set design, developing skills in script analysis, sketching, model making, storyboarding and design presentation. Some investigation into theatre architecture, scenic techniques and materials, and costume and lighting design. Fulfills one course in Design for Theatre/Drama and Theatre Arts majors.

**THTR V3140 Performing Women. 4 points.**

Prerequisites: Enrollment limited to 16 students. This course examines the category of "woman" as it is mobilized in performance, considering both a variety of contemporary performances chosen from a wide range of genres and a diversity of critical/theoretical perspectives.

**THTR V3141 Socialism/Communism in Performance. 4 points.**

Not offered during 2017-18 academic year.

Prerequisites: Sophomore standing. Enrollment limited to 16 students. Analyzes dramatic texts and performances under the Communist regimes behind the Iron Curtain before 1989. Principal focus is on Czech, Polish, and East German playwrights and their productions; we will consider their work in both legal and illegal contexts. In
order to gain a wider understanding of the diversity of underground performative cultures, works from Hungary, Romania, and Slovenia will be considered as well. The seminar also attends to dissident performative activities in the framework of the 1980s revolutions, and reflects on works by western authors and emigrant/diasporic writers produced on stages behind the Iron Curtain. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

THTR V3146 American Drama in the 1990s.  
Prerequisites: Enrollment limited to 16. 
Examines American drama in the period between the fall of the Berlin Wall in 1989 and the attack on the World Trade Center in New York in 2001, considering a range of aesthetic (epic theatre, performance art), social (AIDS), and political (Reaganomics) issues of the period. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

THTR V3150 Western Theatre Traditions: Classic to Romantic.  
Dialectical approach to reading and thinking about the history of dramatic theatre in the west, interrogating the ways poetry inflects, and is inflected by, the material dynamics of performance. We will undertake careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative plays of the Western tradition from the classical theatre through the early modern period to early romanticism; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Specific attention will be given to classical Athens, medieval cycle drama, the professional theatre of early modern England, the rival theatres of seventeenth century France and Spain, and eighteenth-century theatre in England and Germany; topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, and the dynamics of court performance. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) Theatre History requirements for Theatre/Drama and Theatre Arts majors.

THTR V3151 Western Theatre Traditions: Modern.  
Dialectical approach to reading and thinking about the history of dramatic theatre in the west, interrogating the ways poetry inflects, and is inflected by, the material dynamics of performance. We will undertake careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative plays of the Western tradition from the late eighteenth century to today; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Specific attention will be given to the ideology of realism and naturalism, the development of epic theatre, the theatre of cruelty, postcolonial performance, and the continuing invention of dramatic forms (theatre of the absurd, speechplays, postdramatic theatre), as well as to the political and theoretical impact of race, gender, sexuality in modern performance culture. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) Theatre History requirements for Theatre/Drama and Theatre Arts majors.

THTR V3152 Nazism in Performance.  
Prerequisites: Course enrollment limited to 16; permission of instructor given at first class meeting. 
Explores the cultivation of national and transnational performances as a significant force of National Socialism, at the same time as challenging the notion of "Nazi Theatre" as monolithic formation.

The core of the course inquires into the dialectical analysis of artistic creations in diverse art genres, while working towards an understanding of the social dramaturgy of such events as staging the Führer and the racialized body of the privileged people. Nazism did not harbor ideologies without benefits for the allied nations. Thus, the dynamic performance of transnationalism among the "brothers in arms" will be included as well, in order to elucidate how works of art crossing into the Third Reich were reimagined, sometimes in ways challenging to the presumed values of the state stage. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts major.

THTR V3155 Traditional Indian Theatre.  
Course provides a perspective on traditional forms of Indian performance from classical theory to contemporary traditional practices. Course covers Sanskrit drama, Kathakali, Ramllila, and Chhau; extensive video of performances and guest practitioners. Fulfills one course in World Theatre requirement for Theatre/Drama and Theatre Arts majors.

THTR V3156 Modern Asian Performance.  
Prerequisites: Permission of instructor given at first class meeting; enrollment limited to 16. 
Corequisites: Fulfills one course in World Theatre requirement for Theatre/Drama and Theatre Arts majors. 
Course studies contemporary Asian performance with focus on modernity, covering most nations on the Asian continent; readings cover theoretical and aesthetic questions from performances of healing to revolutionary theatre to diasporic performance.

THTR V3165 Theories of Performance Studies.  
Prerequisites: Enrollment limited to 16 students. 
Course surveys the wide range of genres and categories addressed by the practice of modern "performance studies"; it introduces a number of performance practices, as well as relevant interdisciplinary methodologies. Students consider live performances as well as a number of mediated works, learning to think critically and creatively about the relation between text, technology, and the body. Course fulfills the Theatre/Drama and Theatre Arts major requirement in Drama, Theatre, Theory.

THTR V3166 Drama, Theatre, and Theory.  
Prerequisites: Enrollment limited to 16 students. 

THTR V3167 Dramaturgy.  
Prerequisites: Permission of instructor, given at first class meeting; enrollment limited to 12. 
This course teaches the research skills and practices a production dramaturg develops as part of the conceptual work of theatrical production. Course is focused on a series of activities: analyzing dramatic text, comparing different versions of script, conducting archival and cultural research, and presenting it to the production team. Fulfills one (of two) required courses in dramatic literature for Theatre/Drama and Theatre Arts majors. Required for students undertaking a senior thesis in dramaturgy. Required for students undertaking a senior thesis in directing prior to the thesis year.
THTR V3172 Rehearsal and Performance - Design and Technical. 1-3 points.
Prerequisites: Students working in a design, stage management, or backdrop capacity on departmental stage production register for this course. Audition not required, but students must meet with Theatre Department Production Manager, Michael Banta (mbanta@barnard.edu).
Students take part in the full production of a play as designers or stage managers. Emphasizes the collaborative nature of production, the acquisition and development of technical and artistic perspectives on production, and appropriate research.

THTR V3200 Directing I. 3 points.
Prerequisites: Permission of instructor given at first class meeting. Exploration of the evolution of the director’s role in Europe and the US, including the study of important figures. Emphasis on text analysis, and varied schools of acting in relation to directing practice. Students gain a foundation in composing stage pictures and using stage movement to tell a story. All students will direct at least one fully-realized scene. Fulfills one course in Directing requirement for Theatre/Drama and Theatre Arts majors.

THTR V3201 Directing II. 3 points.
Prerequisites: Students required to have taken THTRV 3200 Directing I, THTRV 3203 Collaboration: Directing and Design, or equivalent. Enrollment limited to 14 students. Permission of instructor given at first class meeting.
Course focuses on developing an individual directorial style, placing emphasis on visual research, and the use of different staging environments: end-stage, in the round, environmental. Class is structured around scene-work and critique, and each student will direct at least three fully-realized scenes. Material typically drawn from European avant-garde. Fulfills additional coursework in Directing required for Theatre/Drama and Theatre Arts majors concentrating in Directing.

THTR V3202 Advanced Directing. 4 points.
Prerequisites: Open to students who have taken at least one course in directing. Required for students approved for Directing thesis, but open to all qualified students. Permission of instructor given at first class meeting.
This course requires students to draw on all previous theatre training, synthesizing scholarship and research toward dynamic fully-realized scene work. Emphasis is on the director-actor relationship; students will direct at least three fully-realized scenes, typically drawn from Shakespeare, Chekhov, or other playwrights. Students may have the opportunity to make devised work, and will collaborate with students in the Advanced Acting class. Required for, but not limited to, students undertaking a senior thesis in directing. Fulfills additional directing coursework in Theatre/Drama and Theatre Arts majors.

THTR V3203 Collaboration: Directing and Design. 3 points.
Prerequisites: Permission of instructors given at first meeting; enrollment limited to 24.
Course focuses on developing both technical and collaborative skills of directors and designers. Students are assigned to different roles in creative teams working on a series of at least three fully realized and designed scenes. Introduction to various design disciplines and directing practice. May be counted as either a course in directing or a course in design for majors. Fulfills requirement for one course in EITHER Directing OR Design for Theatre/Drama and Theatre Arts majors; counts as second or third course in either Directing or Design.

THTR V3250 Performance Lab. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 12 students. Acting classes are open to all Barnard and Columbia undergraduates. Permission of Theatre Department through audition required: auditions for acting classes and for the semester’s stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. Acting classes begin meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions
In Spring 2012 the course will provide a critical context and embodied understanding of experimental theatre and performance in the United States between 1960 and the present. In the spirit of the critic/practitioners who emerged in this period, students will generate written assignments, research presentations, and scene work inspired by this artistic movement.

THTR V3300 Playwriting Workshop. 3 points.
Prerequisites: Permission of the instructor given at first class meeting. Students will create and workshop plays, with a focus on learning new approaches to language and structure. Recommended for students undertaking a senior thesis in playwriting.

THTR V3301 Playwriting Lab. 3 points.
Prerequisites: Permission of the instructor and writing sample required. Students will develop original dramatic scripts. Students will also read drafts of writers currently produced on New York stages to understand why changes and rewrites were made. Recommended for students undertaking a senior thesis in playwriting.

THTR V3510 Problems in Design. 4 points.
Prerequisites: Some design experience is helpful, though not required. Enrollment limited to 12 students. Studio-based course explores the main elements of theatrical design: sets, costumes, lighting, and sound. Students examine these design elements as both individual and interrelated components of a production. A series of guest artists contribute to understanding the design process, collaboration, and making a design idea a reality on stage. Fulfills one course in Design requirement for Theatre/Drama and Theatre Arts majors.

THTR V3600 The Theatre Workshop. 1 point.
Prerequisites: To be taken only for P/D/F. Auditions for this class are sometimes required; please check with Theatre Department in advance. If audition is required, auditions held 6pm on the first Tuesday and Wednesday class days of each semester. Class begins meeting after auditions. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions
Various topics presented by visiting theatre scholars, artists, and practitioners in a lecture/seminar/workshop series that will meet for at least four sessions during each semester. Topics, times, and visiting instructors will be announced by the department. Students must attend all classes to receive credit for the course.

THTR V3997 Senior Thesis: Performance. 4 points.
Prerequisites: Appropriate coursework and substantial production experience, including a major crew assignment in the junior year. Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances. Permission of the instructor required.
Students will act in, direct, design, or dramaturg a play in the Barnard Department of Theatre season, or write a short play or solo
performance piece that will be produced (according to departmental guidelines) in the Senior Thesis Festival. Collaboration is expected and students will meet weekly with faculty and other seniors. A written proposal must be submitted in the spring of the junior year and be approved. In addition to the performance, an extensive written Casebook is required: see departmental guidelines.

**THTR V3998 Senior Thesis: Research. 4 points.**
Prerequisites: Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances. Permission of the instructor required. In-depth research project culminating in a substantial written thesis on any aspect of drama, performance, or theatre research.

**THTR V3999 Independent Study. 1-4 points.**
Prerequisites: Permission of the instructor and the chair required. Students submit, before the semester begins, a detailed proposal for independent research to a faculty sponsor.

**Urban Studies**

503 Milbank Hall  
212-854-4073  
Department Assistant: Coretta Grant

**Mission**

The Barnard—Columbia Urban Studies program enables students to explore and understand the urban experience in all of its richness and complexity. It recognizes the city as an amalgam of diverse peoples and their social, political, economic, and cultural interactions within a distinctive built environment. Students study the evolution and variety of urban forms and governance structures, which create opportunities for, as well as constrain, the exercise of human agency, individual and collective. They explore the place of the city in different historical and comparative contexts, as well as in the human imagination.

Majors build an intellectual foundation that combines interdisciplinary coursework and a concentration of study within a single field. Through the two-semester junior colloquium, students study urban history and contemporary issues, and at the same time hone their interdisciplinary, analytical and research skills. This shared experience prepares them for their independent research project in their senior year. We encourage our majors to use New York City as a laboratory, and many courses draw on the vast resources of the city and include an off-campus experience.

**Student Learning Outcomes**

Having successfully completed the major in Urban Studies, the student will be able to:

- Apply concepts or methods from more than one social science or adjacent discipline to analyze an urban issue or problem.
- Describe the distinctive social, cultural, and spatial features of cities and illustrate their impacts on the urban experience.
- Apply basic skills of empirical reasoning to an urban problem.
- Explain how the idea of the city varies in different historical and comparative contexts.
- Demonstrate familiarity with a particular disciplinary approach to the city as an object of study.
- Demonstrate understanding of the history and variety of urban forms and governance structures.
- Articulate a well-defined research question, conduct independent research using primary sources and a variety of theoretical and methodological approaches, and write a substantive research paper.
- Communicate ideas effectively in written or oral form.
- Organize and present group research projects.

**Director:** Kimberley S. Johnson (Associate Professor, Political Science and Urban Studies)

**Columbia College Advisor:** Kathryn Yatrakis (Dean of Academic Affairs, Columbia College)

**Professors:** Liz Abzugas (Adjunct)  
**Assistant Professors:** Gergely Baics (History and Urban Studies), Deborah Becher (Sociology), Susan Fine (Adjunct), Cindy Gorn (Adjunct), Thomas Kamber (Adjunct), Meredith Linn (Term, Urban Studies), Aaron Passell (Term, Urban Studies), Tom Waters (Adjunct), Sevin Yildiz (Term, Urban Studies)

This program is supervised by the Committee on Urban Studies:

**Director:** Kimberley S. Johnson (Associate Professor, Political Science)  
**Professor of Professional Practice:** Karen Fairbanks (Chair, Architecture)  
**Columbia College Advisor:** Kathryn Yatrakis (Dean of Academic Affairs, Columbia College)  
**Professors:** Ester Fuchs (International and Public Affairs, CU), Kenneth T. Jackson (History), Jose Moya (History), Elliot Sclar (Urban Planning and Policy), Sudhir Venkatesh (Sociology), David Weiman (Economics)  
**Associate Professor:** Randall Reback (Economics), Samuel Roberts (History and Sociomedical Sciences)  
**Assistant Professors:** Gergely Baics (History), Deborah Becher (Sociology), Catherine Fennell (Anthropology), Meredith Linn (Term, Urban Studies), Maria Rivera Maulucci (Education)

**Major in Urban Studies**

The major in urban studies is comprised of six curricular requirements:

**Requirement A: Urban-Related Social Sciences (3 courses)**

One course dealing primarily with urban subject matter from each of the following disciplines: Anthropology, Economics, History, Political Science, Sociology.

Many courses offered through Urban Studies may count towards Requirement A. For example, URBS V3420 Introduction to Urban Sociology counts as a Sociology course, URBS UN3550 counts as a Political Science course, etc. Students must complete at least two of the Requirement A courses before taking the Junior Colloquia (see Requirement E, below). It is recommended that majors fulfill this requirement before their junior year.

**Requirement B: Urban-Related Non-Social Science (1 course)**

One course dealing primarily with urban subject matter from a discipline not listed above (such as Architecture, Art History, English, Environmental Science, etc.)
URBS V3200 Spatial Analysis: GIS Methods and Urban Case Studies. 4 points.
Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. Only 24 admitted.
Introduction to spatial analysis using state-of-the-art GIS (Geographic Information Systems) mapping and analysis software to apply quantitative analytical methods to real-world urban issues. Will include basic coverage of applied statistics. Case studies will focus on subjects like environmental justice, voting patterns, transportation systems, segregation, public health, redevelopment trends, and socio-economic geography.

URBS V3308 Introduction to Urban Ethnographies. 3 points.
Prerequisites: Students must attend first class.
This course explores how scholars from different social science disciplines have used ethnography to understand how immigrants and rural migrants experience as well as affect cities. Community, work, and health, in cities within and outside the US, are used as lenses. Students will also perform their own ethnographic research.

URBS V3315 Metropolitics of Race and Place. 3 points.
Prerequisites: Students must attend first class.
Course explores how the central cities and suburbs that make up American metropolitan areas are increasingly shaped by race/ethnicity. Class discussion and readings will trace the role of social scientists, foundations, urban planners, government actors, and private economic interests in this transformation of metropolitan American. The current consequences of the conflation of race/ethnicity and space on the regional landscape, such as gentrification, suburban sprawl, the mortgage foreclosure crisis, etc. will be the focus of student research and class projects.

URBS V3420 Introduction to Urban Sociology. 3 points.
Prerequisites: Students must attend first class.
Examines the diverse ways in which sociology has defined and studied American metropolitan areas focusing on the people who live and work in the city, and the transformations U.S. cities are undergoing today. Sociological methods, including ethnography, survey research, qualitative studies, and participant observation will provide perspectives on key urban questions such as street life, race, immigration, globalization, conflict, and redevelopment.

URBS V3427 Imagining and Narrating the Urban. 3 points.
This course will explore the experience of urban space by examining how it is described in fine-grained, ethnographic accounts and in the thought experiments undertaken by science fiction writers. The purpose of the course is to focus on the evocation of the urban experience - how do we record or preserve what the city feels like as a physical place. Priviliging the experience of space in this context is an attempt to complement conventional urban research that examines the dynamics of urban social life often without locating it in relation to the built environment of the city. Incorporating speculative or science fiction adds an experimental dimension (what would the city be like if...?) and emphasizes narrative, arguing that how exactly we describe and reproduce our experience is significant. Further, it raises an epistemological question about how we come to know what we know: can fiction "teach" us about the empirical world? How?
URBS V3464 Urban Ecologies and Grand Infrastructure: Metropolitan Planning Issues. 3 points.
This lecture course is designed around different issues of metropolitan regions around the worlds that govern and plan urbanized, risky and vulnerable ecological systems and consequently large-scale urban interventions that change the landscapes of the regions. The reality of an age of drastic climate change and increasing number of natural disasters in urbanized regions raises issues of resilience and ecological governance. Metropolitan regions and the planning politics that lie beneath the regional plans and strategic initiatives are critical in the mitigation of some of these risks and in the understanding of regional politics. Historical and contemporary case studies will prepare the students to conduct their own critical analysis and reading of a case where several themes discussed in class will be further explored.

URBS V3530 Urban Development: A Rubik's Cube of Policy Choices. 4 points.
Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. Only 16 admitted. 
Using case studies, examines the rationale for urban development, the players involved and how decisions are made about the distribution of public and private resources. Studies the specific components of the development process and the myriad policy questions that large-scale development is meant to address. Examines the disconnect among stakeholders’ objectives - the developer, the financial institution that pays for the project, the government and the community.

URBS V3545 Junior Colloquium: The Shaping of the Modern City. 4 points.
Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section. General Education Requirement: Historical Studies. Introduction to the historical process and social consequences of urban growth, from the middle of the nineteenth century to the present.

URBS V3550 Community Building and Economic Development. 4 points.
Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors. 
Community building has emerged as an important approach to creating an economic base, reducing poverty and improving the quality of life in urban neighborhoods. In this course, students examine the methods, strategies, and impact of community building on the economic, social, and political development of urban neighborhoods.

URBS V3562 The City in Beta: Public Participation in the Design Process. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Must attend first class for instructor permission. Preference is given to Urban Studies majors. Only 20 admitted. 
Examines local urban planning issues through the use of new technologies to facilitate multi-user, participatory planning and design. Examines the history and theory of the planning process and uses learned techniques to evaluate a live case scenario for which the students prepare recommendations using the Betaville software package.

URBS V3565 Cities in Developing Countries: Problems and Prospects. 3 points.
Prerequisites: Must attend first class for instructor permission. Preference to Urban Studies majors.
Examination of cities in developing countries, with a focus on environment, employment, and housing. Four cases will be studied: Sao Paulo, Brazil; Johannesburg, South Africa; Bombay, India; and Shanghai, China. We will consider urbanization patterns and the attendant issues, the impact of global economic trends, and governmental and non-governmental responses.

URBS V3725 New York City's Gilded Ages: Coming of Age, Past and Present. 4 points.
A lecture class + digital laboratory on New York City's two Gilded Ages. Student learn basics of digital photography and web design to develop a virtual exhibit on seminar's theme of "Coming of Age." In addition to class sessions held at Barnard, students will have at least 3 class sessions at NYHS with curators; and at least 3 class sessions at ICP. Digital fellows will augment instruction in digital tools necessary to complete the project. In addition to training in digital techniques student will also analyze and discuss selected readings on the history, politics and economics of the NYC's two Gilded Ages; urban space, culture and consumption; the ethics of ethnographic field research; and virtual exhibition and design.

URBS V3830 Eminent Domain and Neighborhood Change. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Intro to Urban Sociology or equivalent or permission of the instructor. Students must attend first class for instructor permission. 
An examination of how the politics of eminent domain, as a government strategy for neighborhood change, plays out in the courts, city councils, administrative agencies, media, and the street. Readings drawn from law, history, planning, politics, economics, sociology, and primary sources. Emphasis on the U.S., with some international comparisons. This course will count toward Requirement A of the Urban Studies curriculum as a Sociology course.

URBS V3833 New York City: Politics and Governing. 4 points.
This course will examine through readings, class discussions, and in class debate, the complex politics and governing of New York City- the key political institutions, and who holds urban political power, voting and elections, and the changing roles of the electorate will be covered. We will examine the structure or New York City government and how the New York City Budget is developed and adopted, the interplay between Mayoral and City council powers, the city charter, the process of governing and the role of political parties, special interest groups, lobbyists and labor unions. We will look back in the City's political history and consider that time in the mid 1970's when New York City suffered a major fiscal crisis and was close to financial bankruptcy. In this context, New York City's relationships with the state and federal governments will also be covered.

URBS V3920 Social Entrepreneurship. 4 points.
Introduction to the main concepts and processes associated with the creation of new social enterprises, policies, programs, and organizations; criteria for assessing business ventures sponsored by non-profits and socially responsible initiatives undertaken by corporations; specific case studies using New York City as a laboratory. To be offered Fall 2011.

URBS V3992 Senior Seminar: The Built Environment. 4 points.
(year-long course, 4 points per term)
Prerequisites: Senior standing. Admission by application only (available at http://urban.barnard.edu/forms-and-resources). Year-long course; participation is for two consecutive terms. No new students admitted for spring.

Emphasizes the study of the built environment of cities and suburbs, and the related debates. Readings, class presentations, and written work culminate in major individual projects, under the supervision of faculty trained in architecture, urban design, or urban planning.

URBS V3993 Senior Seminar: The Built Environment. 4 points.
(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at http://urban.barnard.edu/forms-and-resources). Year-long course; participation is for two consecutive terms. No new students admitted for spring.

Emphasizes the study of the built environment of cities and suburbs, and the related debates. Readings, class presentations, and written work culminate in major individual projects, under the supervision of faculty trained in architecture, urban design, or urban planning.

URBS V3994 Senior Seminar: New York Field Research. 4 points.
(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at http://urban.barnard.edu/forms-and-resources). Year-long course; participation is for two consecutive terms. No new students admitted for spring.

Using New York City as a research laboratory, under the guidance of the faculty coordinator, students clarify basic theoretical issues related to their chosen research problem; find ways of making a series of empirical questions operational; collect evidence to test hypotheses; analyze the data using a variety of social science techniques; and produce reports of basic findings.

URBS V3995 Senior Seminar: New York Field Research. 4 points.
(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at http://urban.barnard.edu/forms-and-resources). Year-long course; participation is for two consecutive terms. No new students admitted for spring.

Using New York City as a research laboratory, under the guidance of the faculty coordinator, students clarify basic theoretical issues related to their chosen research problem; find ways of making a series of empirical questions operational; collect evidence to test hypotheses; analyze the data using a variety of social science techniques; and produce reports of basic findings.

URBS V3996 Senior Seminar: International Topics in Urban Studies. 4 points.
(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at http://urban.barnard.edu/forms-and-resources). Year-long course; participation is for two consecutive terms. No new students admitted for spring.

A year-long research seminar for students who wish to conduct a senior thesis project that focuses on cities outside of the United States. Topics relating to the rapid urbanization of Latin America, Africa, and Asia are particularly welcome. Seminar meetings will include discussion of relevant readings, as well as occasional class presentations and peer-editing assignments.

URBS V3997 Senior Seminar: International Topics in Urban Studies. 4 points.
(year-long course, 4 points per term)

Prerequisites: Senior standing. Admission by application only (available at http://urban.barnard.edu/forms-and-resources). Year-long course; participation is for two consecutive terms. No new students admitted for spring.

A year-long research seminar for students who wish to conduct a senior thesis project that focuses on cities outside of the United States. Topics relating to the rapid urbanization of Latin America, Africa, and Asia are particularly welcome. Seminar meetings will include discussion of relevant readings, as well as occasional class presentations and peer-editing assignments.

Cross-Listed Courses

There are currently no cross-listed courses for your department.

Women's, Gender and Sexuality Studies

201 Barnard Hall
212-854-2108
212-854-8432 (fax)
wmsstud@barnard.edu
Department Chair: Neferti Tadiar
Department Administrative Assistant: Mark Nomadiou

Mission

Women’s, Gender and Sexuality Studies is an interdisciplinary department for students who wish to explore gender and its relation to other axes of power: race, class, ethnicity, and sexuality. We use these concepts to analyze human experience in its bodily, political, economic and cultural dimensions. Women’s, Gender and Sexuality Studies covers a complex variety of theoretical and empirical scholarship both within traditional disciplines and in interdisciplinary frames in the humanities, in the social sciences and in the natural sciences as well as combinations of the three. The Department is committed to critical perspectives and bodies of knowledge that contribute to possibilities for transformation and change.

Early in their sophomore year, students interested in the major should consult the Department to plan their major. Students also have the option of electing a combined major and a minor. Areas of faculty research specialization include feminist and queer politics and ethics in U.S. public life; contemporary and historical social movements; gender and global political economy; sexuality and the state; sociology of the body, sex and gender; critical science studies of gender and sexuality; transnational feminisms; Asia-Pacific cultural studies; comparative literature and critical theory. Complementing the Women’s, Gender and Sexuality Studies Department, the Barnard Center for Research on Women maintains an extensive and expanding resource collection on women’s issues. Many of these resources, including BCRW’s own online journal, The Scholar & Feminist Online, are available on BCRW’s multi-media website. BCRW also sponsors a variety of events that are invaluable to students interested in Women’s, Gender and Sexuality Studies.

Women’s, Gender and Sexuality Studies participates in a Consortium with Africana Studies and American Studies that supports the development of intellectual and curricular projects across the three
fields and offers a concentration and minor in studies of race and ethnicity, with an attention to global and diasporic frameworks. We are particularly interested in relations between and among, gender, sexuality, race, ethnicity and nation. The Consortium is working to create models for research and teaching that contribute to new ways of understanding processes of social differentiation and that help to create new possibilities for social relations.

Student Learning Outcomes

Upon successful completion of the Major, students will be able to attain the following outcomes:

- Identify and denaturalize core assumptions that are attached to present-day systems of gender, race and sexuality;
- Understand the variability and complexity of social identities in multiple historical, social and cultural contexts;
- Demonstrate through oral and written presentations their understanding of gender, sexuality and race as mutually constituted and relatively autonomous categories of social difference;
- Develop an awareness of a broad range of historical and transnational contexts for studying gender in relation to other social relations of power;
- Develop a familiarity with major theoretical perspectives and concepts of feminist thought and practice;
- Distinguish between different kinds of feminist claims and critically assess their effects in the world;
- Understand and apply key social theory concepts and perspectives as these have been used in critical scholarly and activist engagements with contemporary issues and problems;
- Integrate gender, race and sexuality theoretical frameworks along with a critical awareness of the politics of knowledge production in the conception and writing of an original research paper.

Chair: Neferti Tadiar (Professor)

Professors: Tina Campt (Women’s, Gender & Sexuality Studies and Africana Studies), Elizabeth Castelli (Religion), Yvette Christianse (Africana Studies and English), Kim Hall (Africana Studies and English), Janet Jakobsen, Rebecca Jordan-Young, Laura Kay (Physics & Astronomy), Dorothy Ko (History), Lisa Tiersten (History), Deborah Valenze (History), Nancy Worman (Classics)

Associate Professors: Elizabeth Bernstein (Women’s, Gender & Sexuality Studies and Sociology; on leave in the fall of 2014), Kaiama Glover (Africana Studies and French), Irena Klepfisz (Adjunct), Nara Milanich (History), Premilla Nadasen (History), Celia Naylor (Africana Studies & History), Anupama Rao (History)

Assistant Professors: Deborah Coen (History)

Senior Lecturer: Timea Szell (English)

Requirements for the Major

The WGSS major requires a minimum of 11 core courses distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>WMST UN1001</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI UN3302</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>WMST BC2150</td>
<td>Practicing Intersectionality: The</td>
<td>3</td>
</tr>
<tr>
<td>or CSER UN1040</td>
<td>interdisciplinary study of race, gender,</td>
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<tr>
<td></td>
<td>and ethnicity</td>
<td></td>
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<tr>
<td>WMST BC3125</td>
<td>Pleasures and Power: An Introduction</td>
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</tr>
<tr>
<td>or SOCI V3318</td>
<td>to Sexuality Studies</td>
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</table>

2-5) Four foundation courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>WMST BC2140</td>
<td>Critical Approaches in Social and Cultural</td>
<td>3</td>
</tr>
<tr>
<td>WMST UN3311</td>
<td>Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>WMST BC3514</td>
<td>Historical Approaches to Feminist Questions</td>
<td>4</td>
</tr>
<tr>
<td>WMST UN3915</td>
<td>Gender and Power in Transnational</td>
<td>4</td>
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<td></td>
<td>Perspective (OR other approved course in</td>
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<tr>
<td></td>
<td>transnational gender/feminist studies, e.g.</td>
<td></td>
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<tr>
<td></td>
<td>HIST BC4999 Transnational Feminism.)</td>
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</table>

6-10) Electives: Select five electives, at least two of these must be at an advanced level and require a research paper assignment; one of the advanced electives may be the Advanced Writing-Intensive Research Seminar (Honors Thesis).

11) Sr. Seminar:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>WMST UN3525</td>
<td>Senior Seminar: Knowledge, Practice, Power</td>
<td>4</td>
</tr>
</tbody>
</table>

Notes:

- Electives – WGSS majors are required to take 5 electives; at least two of these electives must be advanced seminars (4 credits) and require a research paper assignment. One of the advanced electives may be the Advanced Writing-Intensive Research Seminar (Senior Seminar II: Honors Thesis).
- WMST BC 3903 Senior Seminar I: Knowledge, Practice, Power – offered in the fall; restricted to WGSS Seniors

Requirements for the Combined Major

The Combined Major Requirements Eight Courses, distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
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</thead>
</table>
| 1) One Introductory Course (choose one out of three theoretical emphases): gender, race & ethnicity, or sexuality:

<table>
<thead>
<tr>
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<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST UN1001</td>
<td>Introduction to Women’s and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI S3302Q</td>
<td>Sociology of Gender</td>
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</table>
Minor Requirements

Five courses, distributed as follows:

<table>
<thead>
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<th>Title</th>
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<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>or SOCI UN3302</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>WMST BC2150</td>
<td>Practicing Intersectionality: The interdisciplinary study of race, gender, and ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>or CSER UN1040</td>
<td>Critical Approaches to the Study of Ethnicity and Race</td>
<td></td>
</tr>
<tr>
<td>WMST BC3125</td>
<td>Pleasures and Power: An Introduction to Sexuality Studies</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI V3318</td>
<td>The Sociology of Sexuality</td>
<td></td>
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</table>

2-3. Two of our four ‘foundations’ courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>WMST BC2140</td>
<td>Critical Approaches in Social and Cultural Theory</td>
<td>3</td>
</tr>
<tr>
<td>WMST UN3311</td>
<td>Colloquium in Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>WMST BC3514</td>
<td>Historical Approaches to Feminist Questions</td>
<td>4</td>
</tr>
</tbody>
</table>

4-5. Two WGSS electives (from the same list that applies to WGSS majors)

<table>
<thead>
<tr>
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<tbody>
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</tr>
<tr>
<td>or SOCI UN3302</td>
<td>Sociology of Gender</td>
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</tr>
</tbody>
</table>

2-5

| WMST BC2140   | Critical Approaches in Social and Cultural Theory                    | 3      |
| WMST UN3311   | Colloquium in Feminist Theory                                        | 4      |
| WMST BC3514   | Historical Approaches to Feminist Questions                         | 4      |
| WMST UN3915   | Gender and Power in Transnational Perspective (OR One other approved course in transnational gender/ feminist studies (e.g. HIST BC4999 Transnational Feminism)) | 4      |

4-5

| WMST UN3915   | Gender and Power in Transnational Perspective (OR One other approved course in transnational gender/ feminist studies (e.g. HIST BC4999 Transnational Feminism)) | 4      |

Requirements for the Minor

Minor Requirements Five courses, distributed as follows:

<table>
<thead>
<tr>
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<th>Points</th>
</tr>
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<tbody>
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<td>3</td>
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<tr>
<td>or SOCI UN3302</td>
<td>Sociology of Gender</td>
<td></td>
</tr>
<tr>
<td>WMST BC2150</td>
<td>Practicing Intersectionality: The interdisciplinary study of race, gender, and ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>or CSER UN1040</td>
<td>Critical Approaches to the Study of Ethnicity and Race</td>
<td></td>
</tr>
<tr>
<td>WMST BC3125</td>
<td>Pleasures and Power: An Introduction to Sexuality Studies</td>
<td>3</td>
</tr>
<tr>
<td>or SOCI V3318</td>
<td>The Sociology of Sexuality</td>
<td></td>
</tr>
</tbody>
</table>

2-3. Two of our four ‘foundations’ courses:

| WMST BC2140   | Critical Approaches in Social and Cultural Theory                    | 3      |
| WMST UN3311   | Colloquium in Feminist Theory                                        | 4      |
| WMST BC3514   | Historical Approaches to Feminist Questions                         | 4      |

4-5. Two WGSS electives (from the same list that applies to WGSS majors)
and lecture and discussion section on Thursdays 9:10-10:50 am. Enrollment limited to 20 students. Globalization has both shrunk the world and broadened the impact of cultural meanings. Drawing on women directors from Africa, Asia, Latin America and the Middle East, this course analyzes emerging aesthetics, trends and debates shaping cinemas of the Global South. The course explores the work of key women filmmakers (from the Global South) as they forge a visual semantics in a celluloid landscape dominated by male directors.

WMST BC3117 Film and Feminism: Transnational Perspectives. 3 points.
Not offered during 2017-18 academic year.

Prerequisites: Students registering for this course are required to attend the screening on Tuesdays 6:10-9:00 pm, and lecture and discussion section on Thursdays 9:00-10:50 am. Enrollment limited to 25 students.

WMST BC3117 Film and Feminism is part of the "CCIS Critical Inquiry Lab: Theorizing Diasporic Visuality" with AFRS BC3110 Theorizing Diasporas (Instructors: Tina Campt and May Joseph). "Theorizing Diasporic Visuality," is the first CCIS Critical Inquiry Lab - an innovative series of linked courses sponsored by the Consortium for Critical Interdisciplinary Studies (CCIS). This year's lab links Prof. Tina Campt's (Barnard African/African Women's, Gender & Sexuality Studies [WGSS]) Africana Studies colloquium, AFRS BC3110 Theorizing Diasporas, with May Joseph's (Pratt Social Science and Cultural Studies) WGSS course, WMST BC3117 Film and Feminism. Because cinematic visuality is an increasingly powerful tool for influencing public opinion across international borders, this course will train students in essential skills in visual literacy and reading, and provide fluency in the theoretical vocabularies of Diaspora Studies and feminist film theory and analysis. The Lab will use films by and about women in the quotidian conditions of the African Diaspora to teach students how gender and racial formation are lived in diaspora, and to engage the diasporic visual practices women mobilize to represent themselves. The course is structured around a Tuesday evening film series featuring African women filmmakers and presentations by filmmakers, curators, and visual artists and seminar discussion on Thursday mornings. Students may enroll by registering for either AFRS BC3110 or WMST BC3117.

WMST BC3121 Black Women in America. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 20 students. Examines roles of black women in the U.S. as thinkers, activists and creators during the nineteenth and twentieth centuries. Focusing on the intellectual work, social activism and cultural expression of African American women, we examine how they understood their lives, resisted oppression and struggled to change society. We will also discuss theoretical frameworks (such as "double jeopardy," or "intersectionality") developed for the study of black women. The seminar will encourage students to pay particular attention to the diversity of black women and critical issues facing Black women today. This course is the same as AFRS BC3121 Black Women in America.

WMST BC3122 Contemporary American-Jewish Women Writers: 1990 to the Present. 4 points.
BC: Fulfillment of General Education Requirement: Reason and Value (REA).
Not offered during 2017-18 academic year.

Explores the international character of the Jewish people through the experiences of Jewish women in various historical periods and contexts. Identifies issues and concerns, past and present, articulated by contemporary Jewish feminists: perspectives of secularists, observant traditional women, heterosexuals, lesbians, feminists, and activists committed to diverse political ideologies.

WMST BC3125 Pleasures and Power: An Introduction to Sexuality Studies. 3 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
This introduction to sexuality studies is an examination of the historical origins, social functions, and conceptual limitations of the notion of "sexuality" as a domain of human experience and a field of power relations. Sexuality is often taken to be a natural and unchanging element of individual life. In this course, we seek to examine the ways in which sex is both social and political. We will consider how sexuality has been socially constructed, paying careful attention to the ways these ideas relate to other social forces such as gender, race, and class.

WMST BC3131 Women and Science. 4 points.

Prerequisites: Enrollment limited to 18 students. History and politics of women's involvement with science. Women's contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science education. Feminist critiques of biological research and of the institution of science.

WMST BC3132 Gendered Controversies: Women's Bodies and Global Conflicts. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

Investigates the significance of contemporary and historical issues of social, political, and cultural conflicts centered on women's bodies. How do such conflicts constitute women, and what do they tell us about societies, cultures, and politics? - D. Ko

Spring 2018: WMST BC3132

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<tr>
<td>WMST 3132</td>
<td>001/05173</td>
<td>T 4:10pm - 6:00pm</td>
<td>Janet Jakobsen</td>
<td>4</td>
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| WMST BC3134 Unheard Voices: African Women's Literature. 4 points.

Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 14 students. How does one talk of women in Africa without thinking of Africa as a 'mythic unity'? We will consider the political, racial, social and other
contexts in which African women write and are written about in the context of their located lives in Africa and in the African Diaspora. This course is the same as AFRS BC3134 Unheard Voices: African Women's Literature.

WMST UN3311 Colloquium in Feminist Theory. 4 points.
Prerequisites: LIMITED TO 20 BY INSTRUCT PERM; ATTEND FIRST CLASS
An exploration of the relationship between new feminist theory and feminist practice, both within the academy and in the realm of political organizing.

WMST BC3312 Theorizing Activism. 4 points.
Prerequisites: Critical Approaches or Feminist Theory or permission of instructor.
Helps students develop and apply useful theoretical models to feminist organizing on local and international levels. It involves reading, presentations, and seminar reports. Students use first-hand knowledge of the practices of specific women's activist organizations for theoretical work.

WMST BC3506 Memory, Childhood and Dictatorship. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Limited to 20 students.
"What is a 'normal' childhood under a dictatorship? Focusing on the last Argentine military dictatorship (1976 – 83), the seminar examines the memory of childhood experience in sociocultural, historiographic and cinematographic approaches. Topics include childhood as political subject, public policy aimed at children, children of the disappeared and everyday life.

WMST BC3509 Gender, Knowledge and Science in Modern European History. 4 points.
Not offered during 2017-18 academic year.
Develops historical strategies for uncovering the significance of gender for the cultures and contents of Western science. We will consider how knowledge is produced by particular bodies in particular spaces and times.

WMST BC3510 Interpreting Bodies: Engendering the Black Body. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Students must attend first day of class and admission will be decided then. Enrollment limited to 20 students. This course examines how the body functions as an analytic model and a process of embodiment by focusing on the black female body in particular. Looking at feminist theorizing of the black body, it explores how the black female body has been marked in particular ways and with profound effects.

WMST BC3512 Art/Work: Sex, Aesthetics, and Capitalism. 4 points.
Prerequisites: none
How can performances, theatrical texts, and other art/media objects illuminate the operations of gender, sexuality, and race in global capitalism? Drawing from a range of artistic media and critical traditions, we explore how aesthetic thought can help us analyze the sexual, racial, and national character of contemporary labor and life.

Spring 2018: WMST BC3512
Course  | Section/Call Number | Times/Location | Instructor | Points | Enrollment
WMST 3512 001/07390 | W 4:10pm - 6:00pm | 302 Barnard Hall | Alexander | 4 | 14/20

WMST BC3513 Critical Animal Studies. 4 points.
Not offered during 2017-18 academic year.

"This course collaborates between students and professor, humans and animals, subjects and objects, to investigate the Animal Problem. What are non-human animals? How do we relate to them? How do we account for our animal nature while reconciling our cultural aspirations? What are our primary desires with respect to non-human animals?

WMST BC3514 Historical Approaches to Feminist Questions. 4 points.
This course will provide students with a comparative perspective on gender, race, and sexuality by illuminating historically specific and culturally distinct conditions in which these systems of power have operated across time and space. In particular, the course seeks to show how gender has not always been a binary or primary category system. Such approach is also useful in understanding the workings of race and sexuality as mechanisms of differentiation. In making these inquiries, the course will pay attention to the intersectional nature of race, gender, and sexuality and to strategic performances of identity by marginalized groups.

Fall 2017: WMST BC3514
Course  | Section/Call Number | Times/Location | Instructor | Points | Enrollment
WMST 3514 001/05571 | Th 4:10pm - 6:00pm | 501 Diana Center | Alexander | 4 | 24/35

WMST BC3518 Studies in U.S. Imperialism. 4 points.
BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).
Prerequisites: Enrollment limited to 20 students.
Historical, comparative study of the cultural effects and social experiences of U.S. Imperialism, with attention to race, gender and sexuality in practices of political, economic, and cultural domination and struggle. Material includes studies of US Imperialism in the Philippines, Puerto Rico, Hawaii, Guam, and Cuba and US foreign involvements in the developing world since World War II.

WMST BC3519 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex. 4 points.
Not offered during 2017-18 academic year.
Prerequisites: Enrollment limited to 15 students.
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences which form sex work, as well as the way in which prostitution is utilized as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work
similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes which have been developed around the world.

WMST UN3521 Senior Seminar I. 4 points.
The Senior Seminar in Women's Studies offers you the opportunity to develop a capstone research paper by the end of the first semester of your senior year. Senior seminar essays take the form of a 25-page paper based on original research and characterized by an interdisciplinary approach to the study of women, sexuality, and/or gender. You must work with an individual advisor who has expertise in the area of your thesis and who can advise you on the specifics of method and content. Your grade for the semester will be determined by IRWGS's Director of Undergraduate Studies in consultation with your advisor. Students receiving a grade of "B+" of higher in Senior Seminar I will be invited to complete Senior Seminar II. Senior Seminar II students will complete a senior thesis of 40-60 pages in a course facilitated by the IRWGS Director.

Fall 2017: WMST UN3521
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<td>Christia Mercer</td>
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WMST UN3526 Senior Seminar II. 4 points.
Prerequisites: Permission of instructor. Enrollment limited to senior majors.
Individual research in Women's Studies conducted in consultation with the instructor. The result of each research project is submitted in the form of the senior essay and presented to the seminar.

Spring 2018: WMST UN3526
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<td>Elizabeth Bernstein</td>
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WMST BC3530 Feminist Media Theory. 4 points.
The integration of contemporary media and social practices of all types is intensifying. This seminar examines media theory and various media platforms including Language, Photography, Film, Television, Radio, Digital Video, and Computing as treated by feminists, critical race and queer theorists, and other scholars and artists working from the margins.

Spring 2018: WMST BC3530
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<th>Course Number</th>
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<td>Jonathan Beller</td>
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WMST BC3599 Independent Research. 3-4 points.

WMST UN3800 Feminist Listening. 3 points.
Prerequisites: HUMA UN1123
Feminist Listening: Critical and Intersectional Approaches to Popular Music develops modes of feminist listening to a variety of examples in popular music including hip-hop, pop, rock, R&B, country music, and crossover/experimental music. By examining the sonic, texted, and visual components of popular music in relation to gender, sexuality, the body, race, ethnicity, economics, and nation, students will develop a critical vocabulary for discussing and analyzing the effects and meanings of popular music as filtered by twenty-first century listeners. Through close listening, discussion of assigned readings and pieces, and analytical writing on recorded and live performances, the course will encourage students to examine a wide repertory of popular music by using a variety of intersectional analytical "sieves," refining and enriching their experience of popular music as critically astute listeners and writers. This course is designed for students who are interested in sharpening their listening practices but does not assume previous formal study of music. The course 1) introduces the fundamental of music through exercises in listening and writing, 2) focuses on a selection of current literature on listening, theoretical approaches to music analysis, and feminist/queer criticism; 3) attunes students to the various indices of musical structure (melody, form, harmony, rhythm & meter, words, flow & groove, performance); 4) brings together these parts of music into feminist/queer, alternative hearings of specific works. COURSE

WMST V3813 Colloquium on Feminist Inquiry. 4 points.
Prerequisites: WMST V1001 and the instructor's permission.
A survey of research methods from the social sciences and interpretive models from the humanities, inviting students to examine the tension between the production and interpretation of data. Students receive firsthand experience practicing various research methods and interpretive strategies, while considering larger questions about how we know what we know.

WMST UN3915 Gender and Power in Transnational Perspective. 4 points.
Prerequisites: Instructor approval required
Considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist movements that have emerged to address contemporary gendered inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist politics, and human rights.

If it is a small world after all, how do forces of globalization shape and redefine both men's and women's positions as as workers and political subjects? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of the political economy of globalization? These questions will frame this course by highlighting how gender and power coalesce to impact the lives of individuals in various spaces including workplaces, the home, religious institutions, refugee camps, the government, and civil society, and human rights organizations. We will use specific sociological and anthropological case studies, to look at how various regimes of power operate to constrain individuals as well as give them new spaces for agency. This course will enable us to think transnationally, historically, and dynamically, using gender as a lens through which to critique relations of power and the ways that power informs our everyday lives and identities.

Fall 2017: WMST UN3915
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<th>Course Number</th>
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<td>Selina Makana</td>
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WMST W3916 Historical Approaches to Feminist Questions. 4 points.
Not offered during 2017-18 academic year.

Historical Approaches to Feminist Questions examines issues of gender and sexuality across time and space. We explore how feminist analyses may reorient how we think about the past. We also ask how historical perspectives can bring the contingent and contextual nature of ideas about gender and sexuality into relief. We will consult both primary and secondary historical sources as well as key theoretical texts on the politics of women's history and the history of sexuality in intersection with other forms of identity and inequality.

WMST GU4000 Genealogies of Feminism. 4 points.
Please contact the Department for course description for this seminar.

WMST W4301 Early Jewish Women Immigrant Writers: 1900-1939. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).
Enrollment limited to 15.

Prerequisites: students must attend first day of class and admission will be decided then.
Covers significant pre-Holocaust texts (including Yiddish fiction in translation) by U.S. Ashkenazi women and analyzes the tensions between upholding Jewish identity and the necessity and/or inevitability of integration and assimilation. It also examines women’s quests to realize their full potential in Jewish and non-Jewish communities on both sides of the Atlantic.

WMST W4302 The Second Wave and Jewish Women's Artistic Responses: 1939-1990. 4 points.
BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Permission of instructor. Enrollment limited to 13 students.
A study of Jewish women’s fiction, memoirs, art and film in response to the feminist/gender issues raised by the Second Wave. The seminar includes analysis of the writings and artwork of Jo Sinclair, Tillie Olsen, Judy Chicago, Helene Aylon, Elana Dykewomon, Rebecca Goldstein, E.M. Broner and others.

WMST W4303 Gender, Globalization, and Empire. 4 points.
Prerequisites: Enrollment limited to 20 students.
Study of the role of gender in economic structures and social processes comprising globalization and in political practices of contemporary U.S. empire. This seminar focuses on the ways in which transformations in global political and economic structures over the last few decades including recent political developments in the U.S. have been shaped by gender, race, sexuality, religion and social movements.

WMST W4304 Gender and HIV/AIDS. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Permission of instructor. Enrollment limited to 15 students.
An interdisciplinary exploration of feminist approaches to HIV/AIDS with emphasis on the nexus of science and social justice.

WMST W4305 Feminist Postcolonial Theory. 4 points.
Prerequisites: Critical Approaches and/or permission of instructor. Enrollment limited to 20 students.
Examines important concerns, concepts and methodological approaches of postcolonial theory, with a focus on feminist perspectives on and strategies for the decolonization of Eurocentric knowledge-formations and practices of Western colonialism. Topics for discussion and study include orientalism, colonialism, nationalism and gender, the politics of cultural representations, subjectivity and subalternty, history, religion, and contemporary global relations of domination.

WMST W4307 Sexuality and the Law. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Because this seminar emphasizes weekly discussion and examination of the readings, enrollment is strictly limited to 20 students. Please read and follow the updated instructions: 1) Interested students must write a 50-100 word essay answering the following question: "What background, experience or expertise do you bring to the discussion of Sexuality and the Law that will help inform and challenge the other 19 students in the class?" 2) Include the following: your name, institution you are graduating from, year of graduation, declared major, and whether you are working towards a Women's Studies major or minor; 3) Send your information and essay through email with the subject line "Barnard Sexuality & the Law"; 4) Send your email to Riya Ortiz, WS Department Assistant, at sortiz@barnard.edu no later than Wednesday, September 1, 2010. The final list of students who are registered for the course will be announced on Friday, September 3, 12 pm. Classes start on Monday, September 13. (Note: Students who have registered for the course must also submit the essay to guarantee their registration.)
Explores how sexuality is defined and contested in various domains of law (Constitutional, Federal, State), how scientific theories intersect with legal discourse, and takes up considerations of these issues in family law, the military, questions of speech, citizenship rights, and at the workplace.

WMST W4308 Sexuality and Science. 4 points.
Not offered during 2017-18 academic year.

Examines scientific research on human sexuality, from early sexology through contemporary studies of biology and sexual orientation, surveys of sexual behavior, and the development and testing of Viagra. How does such research incorporate, reflect, and reshape cultural ideas about sexuality? How is it useful, and for whom?

WMST W4309 Sex, Gender and Transgender Queries. 4 points.
Not offered during 2017-18 academic year.

Prerequisites: Enrollment limited to 20 students.
Sex, sexual identity, and the body are produced in and through time. “Trans” – as an identity, a set of practices, a question, a site, or as a verb of change and connection – is a relatively new term which this course will situate in theory, time, discipline, and through the study of representation.

WMST W4311 Feminism and Science Studies. 4 points.
Prerequisites: Feminist Theory or permission of instructor. Investigates socially and historically informed critiques of theoretical methods and practices of the sciences. It asks if/how feminist theoretical and political concerns make a critical contribution to science studies.

WMST W4320 Queer Theories and Histories. 4 points.
Enrollment limited to 20. Not offered during 2017–18 academic year.

The course will cover a range of (mostly U.S. and mostly 20th-Century) materials that thematize gay, lesbian, bisexual, transgender experience and identity. We will study fiction and autobiographical texts, historical, psychoanalytic, and sociological materials, queer theory, and films, focusing on modes of representing sexuality and on the intersections between sexuality and race, ethnicity, class, gender, and nationality. We will also investigate connections between the history of LGBT activism and current events. Authors will include Foucault, Freud, Butler, Sedgwick, Anzaldua, Moraga, Smith. Students will present, and then write up, research projects of their own choosing.

WMST BC2150 Practicing Intersectionality: The interdisciplinary study of race, gender, and ethnicity. 3 points.

This introductory course for the Interdisciplinary Concentration or Minor in Race and Ethnicity (CORE/MORE) is open to all students. We focus on the critical study of social difference as an interdisciplinary practice, using texts with diverse modes of argumentation and evidence to analyze social differences as fundamentally entangled and co-produced. Because of the interdisciplinary nature of this course, Professor Jordan-Young will frequently be joined by other faculty from the Consortium for Critical Interdisciplinary Studies (CCIS), who bring distinct disciplinary and subject matter expertise. Some keywords for this course include hybridity, diaspora, borderlands, migration, and intersectionality.

Cross-Listed Courses
Africana Studies (Barnard)
AFRS BC3134 Unheard Voices: African Women’s Literature. 4 points.
How does one talk of women in Africa without thinking of Africa as a ‘mythic unity’? We will consider the political, racial, social and other contexts in which African women write and are written about in the context of their located lives in Africa and in the African Diaspora.

AFRS BC3562 Caribbean Sexualities. 4 points.
The seminar offers an interdisciplinary study of sexualities in the Caribbean from the conquest to the contemporary moment. The principal focus will be on how sexualities intersect with questions of gender, race, nation, and diaspora in the Anglophone, Francophone and Spanish-speaking Caribbean. We will approach the study of Caribbean sexualities from various disciplines and areas of study, including history, anthropology, sociology, ethnography, performance studies, literary studies, gender studies, cultural studies, and postcolonial theory. The first part of the seminar addresses Caribbean sexuality in the context of conquest, colonization and slavery, and then national independence. The remainder of the course addresses areas that have drawn particularly intense scholarly debates, including Caribbean family formation, masculinity, and same-sex desire, as well as sex tourism, and the gender and sexual politics of Caribbean popular music and dance.

Spring 2018: AFRS BC3562

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<td>W 4:10pm - 6:00pm</td>
<td>Maja Horn</td>
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<td>214 Milbank Hall</td>
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Spring 2018: WMST BC2150

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Anthropology
Art History (Barnard)
Classics
Classics (Barnard)
Comparative Literature (Barnard)
Center for the Study of Ethnicity and Race
Dance (Barnard)
East Asian Languages and Cultures
Economics (Barnard)
Economics
English (Barnard)
French (Barnard)
History
History (Barnard)
HIST BC3870 Gender and Migration: A Global Perspective. 4 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Sophomore Standing. Explores migration as a gendered process and what factors account for migratory differences by gender across place and time; including labor markets, education demographic and family structure, gender ideologies, religion, government regulations and legal status, and intrinsic aspects of the migratory flow itself.

Music
Psychology (Barnard)
Religion (Barnard)
Sociology (Barnard)
SOCI BC3920 Advanced Topics in Gender and Sexuality. 4 points.
This research and writing-intensive seminar is designed for senior majors with a background and interest in the sociology of gender and sexuality. The goal of the seminar is to facilitate completion of the senior requirement (a 25-30 page paper) based on “hands on” research with original qualitative data. Since the seminar will be restricted to
Students with prior academic training in the subfield, students will be able to receive intensive research training and guidance through every step of the research process, from choosing a research question to conducting original ethnographic and interview-based research, to analyzing and interpreting one's findings. The final goal of the course will be the production of an original paper of standard journal-article length. Students who choose to pursue their projects over the course of a second semester will have the option of revisiting their articles further for submission and publications.

**SOCI BC3935 Gender and Organizations. 4 points.**
This course examines the sociological features of organizations through a gender lens. We will analyze how gender, race, class, and sexuality matter for individuals and groups within a variety of organizational contexts. The course is grounded in the sociological literatures on gender and organizations.

**Spring 2018: SOCI BC3935**

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<td>SOCI 3935</td>
<td>001/08844</td>
<td>Th 12:10pm - 2:00pm 308 Diana Center</td>
<td>Heather Hurwitz</td>
<td>4</td>
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**Spanish and Latin American Cultures (Barnard) Theatre (Barnard)**

**THTR UN3140 Performing Women. 4 points.**
Prerequisites: Enrollment limited to 16 students.
This course examines the category of "woman" as it is mobilized in performance, considering both a variety of contemporary performances chosen from a wide range of genres and a diversity of critical/theoretical perspectives.

**Fall 2017: THTR UN3140**

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<td>001/05992</td>
<td>W 12:10pm - 2:00pm 1105 Diana Center</td>
<td>Shayoni Mitra</td>
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**Archived Online Course Catalogues**


Academic Year 2015-2016 (http://bulletin.columbia.edu/barnard-college/courses-instruction/archive/2015-2016-barnard.pdf)


Academic Year 2012-2013 (http://bulletin.columbia.edu/barnard-college/courses-instruction/archive/2012-2013_Barnard_College_Course_Catalogue.pdf)


Academic Year (https://barnard.edu/sites/default/files/inline/catalogue_10-11_0.pdf)2010-2011 (https://barnard.edu/sites/default/files/inline/catalogue_10-11_0.pdf)


**Trustees, Faculty & Administration**

For a listing of the trustees, faculty and administration, please click on the links below. To search for an individual, use the Barnard directory.

Faculty of Barnard College (p. 442)

Administration (p. 449)

**Trustees of Barnard College**

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Jolyne Caruso-FitzGerald

**Vice Chairs**
Cheryl Milstein
Diana T. Vagelos

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Maria Baibakova
Leila Bassi
Sian Beilock, ex officio
Lee C. Bollinger, ex officio
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Nina Rennert Davidson
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Frances L. Sadler
Allen Salmasi
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Linda Sweet
Twyla Tharp
Daniel B. Zwirn

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Gedale Horowitz
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Eugene R. McGrath
Patricia Nadosy
Anna Quindlen, Chair Emerita
Mary Louise Reid
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B.M., Oberlin Conservatory; B.A., Oberlin College; Ph.D., New York University

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B.A., Cleveland State University; M.A., Ph.D., Michigan State University

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B.A., University of South Florida; Ph.D., University of Texas at Austin

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A.B., Barnard College; M.A., Ph.D., Princeton University

Hana Worthen, 2008, Assistant Professor of Theatre
B.A., M.A., Ph.D., University of Helsinki

William B. Worthen, 2008, Alice Brady Pels Professor of Theatre
B.A., University of Massachusetts at Amherst; Ph.D., Princeton University

Sevin Yildiz, 2012, Term Assistant Professor of Urban Studies
B.Arch., Istanbul Technical University, Turkey; M.Arch., HS University of Leuven; Ph.D., Rutgers University Institute of Technology

Homa S. Zarghamee, 2012, Assistant Professor of Economics
B.A., M.A., Ph.D., Cornell University

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**Alena Wels Hirschorn ’58 and Martin Hirschorn Professor of Environmental and Applied Sciences**
Stephanie Pfirman, Professor of Environmental Science

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Kim Hall, Professor of English

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Lee Ann Bell, Director of Education

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Richard Pious, Professor of Political Science

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Virginia Bloedel Wright ’51 Professor of Art History
Alexander Alberro, Professor of Art History

Faculty Emeriti
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Chilton Williamson, Ph.D., 1942-1982, Professor Emeritus of History
Jeanette S. Roosevelt, Ph.D., 1951-1958; 1962-1986, Professor Emerita of Dance
John Meskill, Ph.D., 1959-1988, Professor Emeritus of Oriental Studies
Maristella Lorch, Ph.D., 1951-1990, Professor Emerita of Italian
Ruth M. Kivette, Ph.D., J.D., 1952-1992, Professor Emerita of English
Suzanne F. Wemple, Ph.D., J.D., 1966-1992, Professor Emerita of History
Joan Vincent, Ph.D., 1968-1994, Professor Emerita of Anthropology
Marina Ledkovsky, Ph.D., 1969-1996, Professor Emerita of Russian
Deborah Milenkovitch, Ph.D., 1965-1996, Professor Emerita of Economics
Barbara S. Schmitter, Ph.D., 1957-1995, Professor Emerita of Psychology
Lila Ghent Braine, Ph.D., 1974-1998, Professor Emerita of Psychology
Lydia H. Lenaghan, Ph.D., 1962-1998, Professor Emerita of Classics
Barbara Novak, Ph.D., 1958-1998, Professor Emerita of Art History
Abraham Rosman, Ph.D., 1966-1998, Professor Emeritus of Anthropology
Paula G. Rubel, Ph.D., 1965-1998, Professor Emerita of Anthropology
Mirella Servodidio, Ph.D., 1964-2000, Professor Emerita of Spanish & Latin American Cultures
Richard F. Gustafson, Ph.D., 1965-2002, Professor Emeritus of Russian
Philip V. Ammirato, Ph.D., 1974-2003, Professor Emeritus of Biological Sciences
Elizabeth Dalton, Ph.D., 1965-2003, Professor Emerita of English
Richard M. Friedberg, Ph.D., 1968-2003, Professor Emeritus of Physics and Astronomy
Joan S. Birman, Ph.D., 1973-2004, Professor Emerita of Mathematics
Demetrios Caraley, Ph.D., 1961-2004, Professor Emeritus of Political Science and Janet H. Robb Chair in the Social Sciences Emeritus
Sandra Genter, M.A., 1960-2004, Professor Emerita of Dance
Susan Riemer Sacks, Ph.D., 1971-2005, Professor Emerita of Education
Marcia Welles, Ph.D., 1970-2005, Professor Emerita of Spanish & Latin American Cultures
Nan Rothschild, Ph.D., 1981-2006, Professor Emerita of Anthropology
Jeanne Poindexter, Ph.D., 1991-2007, Professor Emerita of Biological Sciences
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Natalie B. Kempen, 1988-2009, Professor Emerita of Women’s Studies
Anne Lake Prescott, 1959-1962; 1963-2010, Professor Emerita of English
Elizabeth S. Boylan, 1995-2011 Provost and Dean of the Faculty Emerita
Alan Gabbey, 1992-2012, Professor Emerita of Philosophy
Flora S Davidson, 1979-2014, Professor Emerita of Political Science and Urban Studies

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Alyssa Schiffman, Secretary to the Board of Trustees

Bret Silver, Vice President for Development

Andrea Stagg, Deputy General Counsel

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