

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 2025-2026 academic year. The College reserves the right to make changes to this catalogue from time to time, without notice. 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.

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MESSAGE FROM THE PRESIDENT

Welcome to Barnard College!

The following pages are more than a list of courses. They are an invitation — from Barnard to you — to shape your own academic journey. You will encounter a diverse range of perspectives throughout your time here. Nowhere is that more evident than in our course catalog.

You'll see opportunities to join lectures with professors who are the world's foremost experts in their fields. You'll read about small seminars that give you the chance to have deep discussions with your peers and instructors. Every course you take will challenge your thinking and expand your world.

Know that there are no wrong answers. There is no "perfect" path to uncover. And always remember: The beauty and flexibility of a Barnard education lie in the hundreds of options and thousands of permutations before you right now.

Take risks. Be uncomfortable. Enroll in a course about something you've always been fascinated by and another about a topic you've never thought about. Consider a course that will give you room to confront ideas that will stretch your mind.

You never know what you may discover.

Finally: Take your time. Revel in this experience and let your mind wander to the possibilities in front of you. Whatever you decide, wherever you land, you are embarking on a world-class education that will leave you prepared to change the world.

President Laura Rosenbury

THE COLLEGE

Barnard College has been a distinguished leader in higher education for women for over 135 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 country—where women could receive the same rigorous liberal arts education available to men. Barnard's partnership with a great research institution, Columbia University, combined with its setting in an international city, its strength in STEM, and its unwavering dedication to the advancement of women, makes it unique among liberal arts colleges today.

Barnard is both an independently accredited and incorporated educational institution as well as an official college of Columbia University—a combination that simultaneously affords self-determination and a rich, value-enhancing partnership. Whether taking classes, conducting research, or competing in Division I athletics through the Barnard-Columbia Athletic Consortium, Barnard students make the most of the University's myriad academic and extracurricular resources. Columbia students also benefit from their association with the College; for example, they may major or minor in disciplines—such as Dance, Architecture, Theatre, and Urban Studies—that are housed at Barnard.

From the heights of upper Manhattan to the canyons of Wall Street, New York City serves as a natural extension of the Barnard campus; as a site of exploration, a laboratory for experimentation, and an object of investigation in its own right, the city is fully integrated into the curriculum across the disciplines. Beyond academics, Barnard's robust internship programs allow students to take advantage of the city's unparalleled wealth of cultural, social, and professional opportunities.

The College draws accomplished, motivated, bright, and curious young women who seek 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, Mary Gordon, and Jhumpa Lahiri; avant-garde multimedia artist Laurie Anderson; Pulitzer Prize-winning journalists Anna Quindlen and Natalie Angier; and multi-hyphenate filmmaker Greta Gerwig.

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 interconnected 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 over 3,200, with over 46,700 awarded degrees since 1893. The integration of teaching and scholarship occurs at an incomparable level at Barnard. Barnard's faculty of 294 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](#) 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 2023, 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 500+ student life opportunities 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 almost two-thirds of the full-time faculty are women, and women are well represented in the administration. The College is led by Laura Ann Rosenbury, former Dean at University of Florida Levin College of Law. 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. At Barnard students can earn a bachelors and masters through one of our 4+1 programs within Columbia's Fu Foundation School of Engineering and Applied Sciences, The School of International and Public Affairs, The Mailman School of Public Health, The Harriman Institute and a quantitative masters at the Graduate School of Arts and Sciences. 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. By senior year, about three-quarters of students have undertaken an internship and/or pursued funded summer research across academic institutions, corporations, nonprofit organizations, government agencies, and in the arts. Every year Barnard admits about 100 transfer students who come to take advantage of the educational opportunities available to Barnard women.

Every year, Beyond Barnard collects and summarizes information about post-graduate study and employment. Within the first six months after graduation, 91% of Barnard graduates from Classes 2018-2024 were working or enrolled in graduate or professional schools. Full reports are available on Beyond Barnard's website.

Accreditation

Barnard College is accredited by the Middle State Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, (267-284-5000) www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Barnard Education Program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP) 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 <https://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), and Iphigene Ochs Sulzberger Hall (1988)—form an enclosed quadrangle known as the "Quad."

Opposite the Main Gate at 117th street is Barnard Hall (1917), which contains seminar rooms, classrooms, 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. Barnard Hall's first and ground floors house the Francine A. LeFrak Foundation Center for Well-Being, which recently opened in 2024. The Center serves as a centralized hub for all wellness-related initiatives across campus and supports a 360-degree perspective on personal well-being that encompasses physical, financial, and mental health.

Just north of Barnard Hall is the Cheryl and Philip Milstein Center for Teaching and Learning, opened in September 2018. Designed by the award-winning firm Skidmore, Owings & Merrill, the 128,000-square-foot building—with a base of five floors and a tower of eleven floors—is a dynamic space at the heart of campus that is home to a new kind of library, connects students and faculty across disciplines, facilitates collaboration, and fosters dialogue. The Milstein Center includes a new kind of library, one that brings together current technologies and learning spaces in an interactive setting. As the academic hub of the campus, the center links departments and disciplines both physically and philosophically.

Further to the north, the space that was once occupied by Helen Goodhart Altschul Hall (1969), a 14-story building devoted to the sciences, has become the construction site for the Roy and Diana Vagelos Science Center (RDSC), a state-of-the-art research and teaching facility devoted to the experimental sciences. The College is reimagining the former building through a renovation of existing spaces, an expansion northward, and an interconnection into and onto Milbank Hall. This restacking and expansion will create additional space for the Biology, Chemistry, Environmental Science, and Physics & Astronomy departments. The RDSC will also feature a community space to engage the broader Morningside Heights and Harlem communities with the sciences.

Facing the RDSC construction site is The Diana Center, which was designed by the renowned architecture firm Weiss/Manfredi and is the student center for the campus. It contains the Event Oval, the Louise Heublein McCagg '59 Gallery, the Glicker-Milstein Theatre, and the Barnard Store.

Milbank Hall (1897) occupies the furthest northern end of the campus and houses administrative and faculty offices, classrooms, the Arthur Ross Greenhouse, the Minor Latham Playhouse, and the Barnard Toddler Center.

In 2003, the College's four oldest buildings—Brooks Hall, Hewitt Hall, Barnard Hall, and Milbank Hall—were added to the National Register of Historic Places.

In the immediate neighborhood, Barnard maintains additional residence halls, including Plimpton Hall (acquired in 1968), Eleanor Thomas Elliott Hall (formerly 49 Claremont Avenue, acquired in 1982 and renamed in 1992), Cathedral Gardens (constructed by Barnard in 2006), and 537 West 121st Street (acquired in 2019). 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 and in the Interchurch Center on Claremont Ave.

Columbia University is directly across the street on Broadway.

Admissions

Barnard students are bold, thoughtful, and driven—analytical thinkers with a passion for learning and making connections beyond the classroom. Through internships, research, and study abroad, they shape the world and how we see it. The admissions team seeks similarly motivated candidates for our first-year and transfer classes.

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. We are need-blind for first-year U.S. citizens and permanent residents and need-aware for international citizens and transfer applicants. Barnard meets 100% of demonstrated need and does not offer any merit-only scholarships.

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. Admission is highly selective and our process is holistic and contextual; no one criterion or score determines acceptance. In addition to school records (all transcripts from 9th grade on), letters of recommendation, writing, and test scores (SAT/ACT test-optional for the 2025-2026 enrollment cycle), we carefully consider each applicant in terms of their personal qualities, intellectual potential, the rigor of the curriculum they have pursued, and their potential for achievement at Barnard. We review each applicant in the context of her school, community, and individual story.

First-Year Application Procedures

Application Deadlines

First-Year applicants can apply under an Early Decision or Regular Decision admission round.

Early Decision

- Deadline: November 1st
- Notification: Mid-December

The Early Decision plan is intended for students who passionately believe that Barnard is their first choice college. It is a binding decision plan, meaning that if you are admitted Early Decision, you commit to attend Barnard and are expected to withdraw all other applications. Along with all other required and optional application materials, Early Decision applicants are required to submit an Early Decision Agreement which is signed by the applicant, their parent/guardian, and their counselor. Students applying under the Early Decision plan must apply by November 1st. Decisions will be released by mid-December.

Notification of financial aid assistance for those candidates who have demonstrated financial need will be provided at the same time as the admissions decision. Once admitted, the student must submit a non-refundable enrollment deposit by the enrollment deadline. This deposit is applied toward tuition and fees for the first year.

If a student is denied during the Early Decision round, the decision is final for that application year. Students are welcome to apply in subsequent years as a transfer student.

The Admissions Committee may decide to defer a final decision on an Early Decision applicant and move them to the non-binding Regular Decision Round. The student will then be reevaluated and receive a final decision in late March. In that event, the student is asked to submit final grades from the first half of the senior year.

Regular Decision

- Deadline: January 1st
- Notification: Late-March

The deadline for Regular Decision is January 1st. Students will be notified by late March.

Notification of financial aid assistance for those candidates who have demonstrated financial need will be provided at the same time as the admissions decision. Once admitted, the student must submit a non-refundable enrollment deposit by the May 1st enrollment deadline. This deposit is applied toward tuition and fees for the first year.

The Barnard Application

Barnard uses the [Common Application](#). A non-refundable fee of \$75 must accompany the application. Students may submit payment directly through the Common Application website. Students with significant financial hardship can request a fee waiver through the application. Barnard also participates in the [Questbridge](#) program.

Secondary School Preparation

Each candidate for admission should present a college preparatory program from an accredited secondary school or an equivalent education representing a four-year course of study. Our most competitive applicants have taken four years of each of the five core subject areas – English, math, science, foreign language, and social science – during their high school years. They have also pursued advanced, honors, or AP or IB, where available. We do understand that curriculums at schools vary; we are seeking students who have challenged themselves academically and pursued a program that provides them with good breadth. Students should discuss all their options with their school counselor to ensure they are making rigorous choices within the context of their curriculum and course offerings. A secondary school diploma or equivalent is a requirement for enrollment at the College.

First-Year Entrance Tests

The SAT test code number for Barnard is 2038. The ACT code number for Barnard is 2718.

Barnard's application review is holistic and contextual, taking into consideration the applicant's educational background, experiences, and opportunities. Standardized test scores are optional for the 2025-2026 enrollment cycle. This means that applicants may submit SAT or ACT scores (including self-reported scores) for consideration in the

application review process if they would like to do so. However, if a student submits self-reported test scores, is admitted, and plans to enroll, she must submit official scores. It is the student's responsibility to direct the College Board or ACT Program to send official test scores to the Office of Admissions.

Alternatively, students may choose to apply without submitting standardized test scores from the SAT or ACT exam. No other materials will be requested in lieu of those test scores. When test scores are included, they are only one component of the application and are never used as a sole criterion for selection.

Beginning Fall 2025, the Science and Writing portions of the ACT will be optional for all applicants who choose to submit their test results.

If a student chooses to submit those portions, they will be reviewed along with the rest of their admission materials. The College does not evaluate SAT Subject Tests.

For students whose primary language is not English or who have not studied at a secondary school for four or more years where the primary language of instruction is English, Barnard requires results from one of the following tests: Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test.

Recommendation Letters

Another important part of the first-year application is the submission of three recommendations, one from the high school counselor and two from academic teachers. The two teacher recommendations must be in core subjects: English, math, science, social sciences, or foreign language. While we recommend that these teachers be from your last two years of high school, we will accept recommendation letters from 10th grade teachers. These recommendations give the Admissions Committee additional information about the candidate's interests, character, skills, and contributions to the classroom.

In addition, we require a letter of recommendation from your high school/college counselor. Due to large student caseloads, we understand if your counselor is unable to send a recommendation for you. Please contact us if this is the case. If your counselor is not able to submit a recommendation, we would encourage you to send an additional teacher letter of recommendation.

International Students

Barnard broadly defines "international students" as 1) a citizen of a country other than the U.S. (foreign national) who has been attending high school in the United States or the equivalent abroad; or 2) a U.S. citizen educated abroad. International applicants follow the same application procedures and present the same credentials as domestic candidates, or their regional equivalents. Students should submit materials as described under the Application Requirements for First-Years or Transfers (no separate International Student application is required). In some cases, additional credentials may be required, as described below.

In addition to any SAT/ACT requirements (see above), students whose primary language is not English or who have not studied at a secondary school for four or more years where the primary language of instruction is English should submit scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test.

Citizenship is not a prerequisite for admission. Students are encouraged to apply to Barnard regardless of their immigration or citizenship status. Barnard will meet 100% of the demonstrated financial need of admitted students. Our application review process is need-blind for U.S. citizens and permanent residents. We are need-aware for non-U.S. citizens and non-permanent residents. For specific procedures, please refer to the information about applying for aid on the Financial Aid page of the Barnard website.

VISP: The Visiting International Students Program

The Visiting International Students Program (VISP) brings students from across the globe to Barnard for one spring semester 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:

Deadline	Notification	Enroll
March 1	mid-May	Fall
November 1	early December	Spring

Each candidate must submit the Common Application for Transfer Admission and the following credentials: an official secondary school transcript; the results of the SAT or ACT (test-optional policy for the 2025-2026 enrollment cycle), and, if appropriate, the TOEFL/IELTS/Duolingo Language Exams; 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 adviser. Transfer applicants may also submit a recommendation from the high school counselor (optional).

The most successful transfer students have both high school and college transcripts with strong outcomes in a rigorous liberal arts curriculum. Courses completed at other accredited colleges and universities, which are similar in content and depth to Barnard courses, may be submitted for transfer credit.

Credit for approved work at another institution is applied to Barnard's 121-point graduation requirement for transfers. Please note that a maximum of 60 external credits that can be transferred toward a degree at Barnard College. The number of transfer credits accepted by Barnard is determined by the Office of the Registrar; students are notified of their credit status at the time of admission. Credit cannot be granted for courses with grades lower than C-. Online classes taken in Spring 2020 and subsequent semesters will be considered for transfer credit if taken prior to a student's matriculation at Barnard. Specific criteria for online courses to be considered for transfer credit can be found on the Registrar's webpage. After acceptance, academic and

general guidance is provided by the advisers to transfer students in the Dean's Office for Advising and Support. For information on financial aid, students should consult with [The Office of Financial Aid](#). Visiting Students

Undergraduate students who are degree candidates at other colleges may apply for admission as visiting students for one or two semesters. Students must submit the same credentials as transfer applicants, with the exception of standardized test scores and course descriptions.

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Deferring Enrollment (Gap Year)

First-year admitted students who wish to defer enrollment in Barnard for up to one year must obtain permission by completing a deferral request form once admitted, outlining 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 as a full-time degree student at another institution during that year. Deferral requests must be received by February 1 (for students admitted Early Decision) and April 25 (for students admitted Regular Decision). Students admitted from the waitlist are not permitted to defer admission. Students can generally defer for up to one year. Barnard does not offer first-year mid-year (January) enrollment.

Other Degree Credit

Advanced Placement exams: Students who earned an upper-level score on one or more AP exams may receive up to 16 points of degree credit. (For the specific scores required, please visit the [Barnard Registrar's website](#) for the information about [Credit for Advanced Placement Exams and International Baccalaureate diploma](#) that corresponds to your entering class year.) AP exams cannot satisfy any General Education Requirements. Incoming students should have ETS send their official scores to the Barnard Registrar's Office.

International Baccalaureate diploma: Students who earned an International Baccalaureate diploma may receive credit for the number of points indicated on the diploma, up to 16 credits. For students who did not complete the full IB diploma, credit may be granted for individual Higher Level scores only. (No credit is given for Subsidiary Level.) IB exams cannot satisfy any General education requirements. Incoming students should have their official diploma or exam scores sent to the Barnard Registrar's Office by the examiner of record.

Select National Examinations and Diplomas: Students who complete the French Baccalaureate, the German Abitur or the Italian Maturità may receive college credit, up to the maximum AP/IB credit limit for their entering class year. We may grant similar credit for the Israeli Bagrut. Each GCE A-level or A2-level grade is individually evaluated for college credit. No credit is given for O-level or AS-level examinations. Credit for other national exams or diplomas will be evaluated for college credit on a case-by-case basis.

Prior-to-Barnard 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 courses overseen by the College Board and International Baccalaureate work, courses taught in high school (whether 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 information from the College Case Manager and Leaves & Returns Coordinator. They can return to campus on a part-time or full-time basis to complete their remaining credits or requirements and earn their degree.

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](#).

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 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 need-based grants), Barnard participates in the following federal programs: the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant 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) and the New York State TAP Program. 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 research student loan and scholarship/tuition assistance programs and college tuition financing plans. The Bursar's Office, which is responsible for student billing and payments, also has additional information and applications for payment plans.

A detailed explanation of current College policies and awarding practices may be found on the Financial Aid website.

ACADEMIC POLICIES & PROCEDURES

Academic policies and procedures are determined by the faculty and implemented by the Office of the Registrar, which also lists the [Academic Calendar](#). Please use the left hand menu to navigate academic policies. For more information, visit the [Registrar's website](#). Additional relevant policies may be found on Barnard's [College Policies and Procedures](#) website.

Enrollment

Points of Credit per Term

Barnard students must complete 122 points of academic credit to earn the B.A. degree. (Those who enter Barnard as transfer students must complete 121 points of academic credit.) Students therefore need to earn an average of 15 credits—which typically represents 4 to 5 academic courses (each of 3 or more credits)—per term.

All Barnard students are required to be enrolled full time. Full-time enrollment status is defined as a minimum of 12 credits per semester and a minimum of 24 credits over the course of the academic year.

Except in very specific circumstances as described in the Reduced Courseload section below, Barnard students are not permitted to enroll part time. Additional exceptions are made for students who have completed at least 8 full time fall/spring semesters of college coursework, at Barnard or elsewhere, as noted in the [Part-Time Enrollment Policy](#).

In a typical semester, students may take a maximum of 19 credits. In certain cases, a student may register for up to 23 credits, subject to their advisor's approval. Students with exceptional circumstances requiring them to enroll in more than 23 credits in a semester must submit a petition to the Committee on Programs and Academic Standing.

Students who live on campus will be required to maintain a minimum of 12 credits unless approved for a Reduced Course Load per the Reduced Course Load policy.

Students who do not complete a minimum of 12 credits for the fall or spring semester and 24 credits for the full academic year may be subject to Academic Review action for insufficient degree progress.

Enrollment Confirmation

Official enrollment confirmation requires both a student's successful registration for at least 12 credits of coursework (unless otherwise permitted to enroll in fewer credits as per the Reduced Courseload policy below) and remittance of Term Bill payment (net of financial aid) by the semester registration/add deadline (end of the second week of classes). Proper remittance will also include students who are up to date on their Term Bill payment plan. Students who have not completed both of these processes by the semester registration/add deadline will be deregistered for courses and, therefore, considered not enrolled for the semester. Students will then automatically be placed on an administrative leave of absence and should be aware of [leave implications and procedures](#) as outlined in the [Leave of Absence and Withdrawal Policy](#).

Reduced Course Load Policy

Graduating seniors who need fewer than twelve credits to complete their degree – and who have already satisfied the College's academic residency requirement – may be approved to take a minimum of nine credit hours in their final semester. Because Barnard students are charged a flat rate of tuition per semester, reducing one's course load to nine credits will not change the tuition owed in the last semester. International students must consult with International Student Services in advance to determine eligibility. Students who meet these criteria and are approved to be enrolled in nine credits are still eligible to live in Barnard's residence halls.

If any student who is not an eligible senior needs to register for fewer than twelve credits for disability-related reasons, they should reach out to CARDS to discuss the reduced course load process at cards@barnard.edu.

Course Registration

All students are required to register for classes online by the specified deadlines for each semester as posted in the Academic Calendar. In order to receive credit and a final grade for a class, a student must be officially registered for it; class attendance and/or appearance on a course's waitlist are not considered official registration. Students must obtain final approval of their course schedules from their advisor by the close of registration each semester.

Columbia University Courses

Although Barnard students are encouraged to center their educational experience at Barnard, many courses offered in other divisions of the University are open to qualified Barnard students, including the majority of Columbia University undergraduate courses with course numbers of 4000 and below. Students can view any restrictions or special approvals required by looking at the course listing in [Vergil](#) or the [Columbia Directory of Classes](#). Barnard students register for most fall or spring Columbia University courses along with their Barnard courses; these will appear on the student's Barnard transcript.

However, beginning in fall 2025, students entering the College as first years will be expected to enroll exclusively in Barnard classes during their first year, and will complete all Modes of Thinking requirements at Barnard. Courses taken at Columbia University or at other colleges or universities (e.g., courses taken while studying abroad, off campus, during summer sessions, or while on approved leave of absence) cannot satisfy the Modes of Thinking.

Courses offered through Columbia University's graduate and professional schools may require additional approvals, and limitations on the number of courses allowed may apply. Students should reference the cross-registration information on the relevant Columbia school's webpage. Barnard students are generally not eligible to enroll in courses offered by Columbia's Medical School (including Nursing), Law School, School of Social Work, or fall/spring courses offered by the School of Professional Studies. Teachers College courses require special permission from the Barnard Dean for Academic Planning & Class Advising, as well as the payment of additional tuition.

Adding Courses

Students may add courses online during the registration period, up to the maximum number of allowed credits. Adding credits beyond the allowable limit requires the approval of the student's advisor. Courses may not be added after the registration deadline for each term. Please

refer to the [Academic Calendar](#) for up-to-date registration deadlines. Late registrations require approval by the Committee on Programs and Academic Standing and will be assessed additional fees.

Course Drops & Withdrawals

Courses may be dropped online before the deadline published in the [Academic Calendar](#). The request must be approved by the student's advisor. 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 a grade of W (Withdrawal).

No adjustment of fees (including any laboratory or course fees) is made for any course dropped after the registration deadline.

A student may not drop below 12 points without the approval of the Center for Accessibility Resources and Disability Services or without approval per the Reduced Course Load policy.

Adjustment of Fees and Refunds for Changing Registration

Because Barnard students are charged a flat rate of tuition for full-time study, the adding or dropping of individual courses does not change the tuition owed for most students. There are a relatively small number of courses with course-specific fees that may change if courses are added or dropped. If a student changes their registration and the tuition called for is lower than the amount they have already paid, they will be credited the excess only if the change in their registration is made by the registration deadline (the second Friday of the full 14-week semester). If the student's 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 [Vergil](#). Additional course materials are accessible through the CourseWorks page for the class. Any students with technical difficulties should contact the IMATS technology team at courseworks@barnard.edu.

Students needing wheelchair-accessible classrooms should register with the [Center for Accessibility Resources & Disability Services](#) (CARDS) as soon as possible prior to the beginning of the term to make them aware of this need.

Summer Courses

Barnard students can apply a maximum of 16 credits of summer coursework towards the degree, including both Barnard and non-Barnard courses. Students may register for a maximum of 2 courses totaling 8 credits in a single summer session, with a maximum of 16 credits per summer term (including both Barnard and non-Barnard courses).

Barnard offers a select group of classes in its summer session, both on and off-campus, which are open to Barnard and Columbia students, qualified visiting students from other colleges, and pre-baccalaureate students. The summer session is billed separately from students' fall and spring tuition. These courses and grades appear as institutional

credit on Barnard student transcripts and are included in the Barnard GPA.

Credit for summer courses taken at other accredited institutions (including Columbia) requires approval by a student's adviser and/or department chair and the Registrar's Office. If approved, these courses are treated as transfer credit; the courses display on the Barnard transcript but are not factored into the Barnard GPA calculation. Barnard's standard policies around transfer credit apply to summer coursework, including the requirement that a student must earn a grade of C- or better in a course in order to transfer credit. Additional regulations also apply due to the unique nature of summer sessions; for instance, the College's standard policy is that summer courses must meet for at least 35 hours and at least 5 weeks to be eligible for Barnard credit. In general, Barnard does not grant credit for online courses. A supplemental fee is charged by Barnard to transfer summer credits from other institution(s), including Columbia. Further regulations around summer credit can be found on the Registrar's Office webpage.

Concurrent Enrollment

Students may not be enrolled in courses at Barnard and at another higher education institution concurrently during the fall and spring terms. Exceptions are made for students accepted into Barnard's existing dual enrollment programs, including the Jewish Theological Seminary double degree programs, the 4+1 Pathways programs, as well as those registering under Barnard's existing cross-registration agreements (including the cross-registration agreement with programs within Columbia University). Barnard students may register at other accredited higher education institutions as visiting, non-degree-seeking students during the summer term, but must have the courses approved to ensure that the credits will transfer. Students on a leave of absence from Barnard may enroll at another institution for credit with approval from the Registrar's Office, with a maximum of nine credits per fall or spring semester. (Students on required leave of absence should reference the terms of their required leave letter and consult with their class dean.)

Online Courses

Students may not earn transfer credit for online classes taken at other colleges or universities after matriculating at Barnard. This includes credit taken in approved study abroad or exchange programs; credit taken while on leave of absence from the College; and credit taken during summer or winter sessions.

Prior-to-Barnard credit for students entering as first-year students

First-year students with a record of prior coursework taken as non-matriculants at an accredited, degree-granting college or university 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.

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. Students

who are experiencing academic challenges should be in touch with their class dean as soon as possible.

Policy on Religious Holidays

It is the policy of Barnard College to respect the religious beliefs of community members. In compliance with New York State law, students who are absent from school because of religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that they may have missed. No student will be penalized for absence due to religious beliefs, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, the student should consult the appropriate class dean. If an additional appeal is needed, it may be taken to the Provost.

Those responsible for scheduling of academic activities, events, or essential services are expected to avoid conflict with religious holidays as much as possible.

Academic Residency Requirement

For the purposes of this policy, “in academic residence” refers to a student taking coursework at Barnard or Columbia (as opposed to another institution), including approved study abroad or exchange programs, during the fall or spring terms.

After matriculating at Barnard, students are expected to remain continuously enrolled with the exception of students on an approved leave of absence. Students who enter Barnard as incoming first-year students should plan to be enrolled full-time and in academic residence for eight semesters (in order to complete their degree requirements); however, a minimum of seven full-time fall/spring semesters in academic residence is required for these students. Transfer students are required to complete at least 60 academic credits at Barnard and a minimum of four full-time fall/spring semesters in academic residence. All students must be in academic residence for their final full-time semester.

Students who expect to meet the requirements of the degree before their eighth semester and who will have met the College’s academic residency requirement must submit a graduation application by the deadline for their desired degree conferral date. The College does not confer degrees for students who do not apply to graduate by the relevant deadline.

Students who do not meet the continuous enrollment expectation will be administratively withdrawn from the College after four consecutive fall/spring semesters of non-enrollment. This includes students who do not return from approved leave of absence after four consecutive fall/spring semesters away. Students with personal or medical circumstances requiring them to exceed four consecutive semesters of non-enrollment may petition for an exception to the faculty Committee on Programs and Academic Standing (CPAS). See Barnard’s [Leave of Absence and Withdrawal Policy](#) for additional information.

Campus Housing Requirements

Students who enroll at Barnard as first-year students and need more than the expected eight semesters to complete the degree may not be eligible for campus housing after completion of the eighth semester. Students with approved reduced course loads (including final semester

seniors) may be registered for no fewer than nine credits in order to remain in campus housing.

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 alumnae taking courses for credit
- Any other student who is not a degree candidate

Academic Standing & Degree Progress

A Barnard student is in good academic standing as long as they are making sufficient degree progress.

The academic standing of all students is reviewed at the end of each semester. A student whose term or cumulative GPA falls below 2.0, or who does not satisfactorily complete 12 or more credits in a term, or who receives 3 or more incompletes or withdrawal grades in a given term may be placed on academic probation. A student who does not successfully complete a minimum of 12 credits in a term may be given an insufficient degree progress warning. (Note: students who have not made satisfactory academic progress, or SAP (see below), at the end of an academic year may be placed on Financial Aid Warning or Financial Aid Probation in accordance with that office’s processes.) Students who have been approved for a reduced course load and earn a 2.0 GPA or higher in a term will remain in good standing.

A student whose term or cumulative GPA falls below 2.0 for two consecutive semesters, or who fails to complete 24 institutional credits at the end of every academic year at minimum, may be required to take a leave of absence.

Consequences of not being in Good Academic Standing

At the end of each semester, after student grades have been reviewed, a student who is found

not to be in good academic standing may face the following consequences:

- a) Academic Probation

b) Required Leave of Absence

c) Insufficient Degree Progress Warning

FERPA and Parental/Legal Guardian Notification

Barnard will not notify parent(s) or legal guardian(s) of a change in a student's academic standing status without written consent from the student, in compliance with the Family Educational Rights and Privacy Act (FERPA). Students may submit written consent in the form of a FERPA waiver to the Dean's Office in order to inform their parent(s) or legal guardian(s). Information on this consent process is contained in the Academic Standing Letter students receive.

Appeals

Students may only appeal a required leave of absence. Appeal requests are considered by the faculty Committee on Programs and Academic Standing. Students wishing to appeal a required leave of absence may do so only in these cases:

a) The student would like the faculty Committee on Programs and Academic Standing to consider reducing the length of the required leave of absence or a particular requirement for that leave (for example, reducing required leave of absence from one year to one semester, or asking not to be required to take coursework elsewhere);

b) The student would like the Faculty Committee on Programs and Academic Standing to reconsider the decision or to modify a required leave of absence decision because the student has new information regarding their academic progress that they believe may be relevant to the decision-making process (e.g., a grade change or unfinished work having been turned in).

Appeals should be made in writing to the Committee on Programs and Academic Standing. Due to the short period between semesters, students who have been notified of their academic standing in January (after the fall semester) will have 48 hours after receiving the emailed letter from the Dean for Academic Planning & Class Advising to submit an appeal; students who have been notified in June (after the spring semester) will have seven (7) days from the date on the emailed notification from the Deans' Office for Advising and Support to submit an appeal. This appeal should include not only the reasons for the appeal, but also the student's proposed academic plan for moving forward, an explanation of why a decision might need reconsideration, and plans for returning to good academic standing. Students may speak with their Class Dean for guidance before submitting the appeal. Appeals are written; no appeals are made in person.

Confirming Graduation Status

Students must officially notify the Registrar that they expect to have completed all requirements for the degree by submitting the online graduation application by the deadline for their intended degree date. Specific instructions and deadlines will be available through the Registrar. The College does not confer degrees for students who do not apply to graduate by the relevant deadline.

Degrees are granted in May, October, and February. Graduation ceremonies are held in May.

Withdrawals, Leaves of Absence and Readmission

Students who need to take time away from the College for personal or medical reasons should complete the Notice of Leave of Absence form in Slate. In most situations, a student's Effective Date of Withdrawal, which is used by College offices to determine the application of academic and financial policies, is determined by the date this form is submitted. Students should review the expected timeframe for returning from leave that is outlined in the Academic Residency Requirement policy above.

Students who are leaving the College permanently (e.g. transferring to another college) should also complete the Notice of Leave of Absence form in Slate.

More details about leave of absence and readmission policies and procedures can be found on the Barnard website under [Leaves of Absence and Returns](#) and in the [Leave of Absence and Withdrawal Policy](#).

More details about financial aid policies related to leaves of absence or withdrawal can be found under [Financial Aid General Policies](#) on the Barnard website.

More details about tuition and fee refunds related to leaves of absence or withdrawal can be found in the [Policies section of the Bursar's webpage](#).

Grading Procedures and Transcript Notation

When a student's leave of absence or withdrawal begins after a term is already in session, the student's transcript will reflect the Effective Date of Withdrawal for the semester in question. If the Effective Date of Withdrawal for a leave is on or before the Barnard College drop deadline (noted on the academic calendar), the student's transcript will not include the individual courses attempted during the term. Barnard College students who take a leave of absence or withdraw with an effective date after the course drop and/or withdrawal deadline will receive a mark of W (withdrawal) for each of their courses for the term. These notations are non-punitive and indicate an official withdrawal from the courses.

Examinations

Language Placement Examinations

Barnard's Language requirement is met by completing two courses worth three or more points each in a single language. Students entering with valid credit (see below for options) may need to take a placement test to determine the courses they should take to fulfill the requirement. Please consult the individual language departments for information about Language Placement Examinations and results.

Students who do not wish to continue with a language they have already studied may begin courses in a new language.

First-Year Students

First-year students with prior language credit 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. First-year students who take language courses must take these courses at Barnard unless the language or the appropriate

level of the language is not offered at Barnard. (For individual languages see departmental curriculum statements.)

Transfer Students

Transfer students may fulfill this requirement in full or in part with credit from qualifying language courses at their previous institutions. Transfer students who have no AP scores or previous college language courses must take a placement test if they wish to continue with a language they have already studied. Transfer students who are not required to take an examination are notified of language placement along with the evaluation of their transfer credit.

Summer School Language Courses

Students—other than incoming transfer or first-year students—who take summer language courses and wish to use them to satisfy or determine placement in their continuing language studies may be required to secure departmental approval to receive degree credit and continue at a higher level. Students should also reference the policies specific to receiving credit for summer coursework taken at other schools, including Columbia (see Summer Courses under [Enrollment](#)).

Please consult the individual language department for information about Language Placement Examinations and results.

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 Deans' Office for Advising and Support.

Final Examinations

No class meetings will be held on required reading days as set forth in the College's Academic Calendar. The dates for final examinations, given at the end of each term, are published in the Academic 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 students engage with integrity in all of their academic pursuits, including the proper use and care for all print, electronic, or other academic resources. Faculty members are expected to report any violation to the Deans' Office for Advising and Support. Additional information is found in the [Honor System Manual](#).

Students who wish to leave the room before the end of the examination period must submit all exam materials to the instructor/proctor. If students become ill during the course of the examination, they must notify the instructor/proctor and call Primary Care Health Services immediately to be seen as soon as possible. If less than an hour of a three-hour exam (or fewer than 40 minutes of a two-hour exam) has

expired, the student is eligible to request a deferred examination. If a student continues the exam beyond this point, they will be graded on the work they have completed, with the uncompleted work scored as zero.

Deferred Final Examinations

Deferred final examinations, given in September and January (see Academic 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 Deans' Office for Advising and Support.

Requests for absence from final exams for reasons of health or other emergencies must be reported to the instructor and to a student's class dean on the day of the examination and then a [Request for Deferred Exam form](#) should be submitted to the Registrar's Office.

Examinations missed in December are to be taken the following January or, in cases of prolonged illness, in September of the same year. Those missed in May are to be taken in September of the same year.

Beginning in academic year 2021-2022, students who are approved to take a deferred final exam will initially receive a temporary grade of X for the class. Once the exam is taken and graded, the final letter grade will replace the X on the student transcript (e.g. B+).

If the exam is not taken on the designated deferred exam dates, without a compelling and valid excuse, the student will receive a grade with the missing work averaged in as an F. This grade will be automatically posted by the Registrar's Office four weeks after the official deferred exam date for the semester.

Examinations for Students with Disabilities

Individual accommodations 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 exam administration should consult with their instructors and the Center for Accessibility Resources & Disability Services about reasonable accommodations. Eligible students should follow CARDS procedures regarding requesting accommodations and scheduling accommodated exams with CARDS.

Grading & Academic Honors Grading System

Academic standing and eligibility for graduation are determined by both the number of credits completed and the grades achieved.

Barnard's grading policies differ from those of other schools at the University. The applicable grading system and policies are determined by the college in which the student is matriculated (not those of the University division offering the course).

The system used for Barnard students is described below:

A+, A, A-	Excellent
B+, B, B-	Good
C+, C	Satisfactory

C-, D	Unsatisfactory but passing
F	Failure
P	Passed without a specific grade on student's election of P/D/F option
P*	Passed in a course for which only a grade of P or F is allowed
I	Incomplete
X	Absence from final examination
Y	For the first half of a two-semester course in which the grade for the second semester is the grade for the entire course
W	Approved withdrawal after "drop" deadline
UW	Withdrawal from a course without official notification to Registrar

Pass/Fail grades are mandatory for all students in certain courses, e.g., physical education, First-year Writing and First-year Seminar. Individual students can elect Pass/Fail grading in other courses using the Pass/D/Fail option described below.

At the end of every semester, each student's term GPA and cumulative GPA are calculated. To remain in good academic standing, Barnard students must maintain both a term and cumulative GPA of 2.0. The GPA may be used to determine eligibility for academic and co-curricular programs as well as for awards. A student cannot be recommended for graduation with a cumulative average below 2.0.

For GPA calculations, letter grades are converted to the following numerical values:

A+ = 4.3

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

D = 1.0

F = 0

Grades of P, P*, W, and UW are excluded from the GPA calculation.

Grades of I and X are non-final grades. Once a final grade is determined, it will factor into the GPA like any other grade.

At the end of each term all student records are examined. Generally, only those students who have completed 12 points with cumulative averages of 2.0 or above are permitted to remain at Barnard. Students whose work falls below the cumulative average of 2.0 may be permitted

to continue at the college with probationary conditions at the discretion of the Committee on Programs and Academic Standing.

Courses in which the student receives the grade of D may not be counted toward the major requirement or the minor option. Courses graded D that are retaken for a higher grade will not receive degree credit when repeated, but can be used to satisfy a major or minor requirement. Both enrollments and grades appear on the transcript, but the grade received the second time does not count in the GPA.

Students who retake failed courses will see the course twice on their transcript and both grades will factor into the GPA.

Pass/D/Fail Option

A student may elect the Pass/D/Fail (P/D/F) option by submitting a Request for Pass/D/Fail in Vergil, before the deadline published in the Academic Calendar. A student cannot elect or revoke the P/D/Fail option after the deadline, but a student can request that a P grade be uncovered (see below). The complete rules and instructions are available on the Registrar's Office website.

Under the Pass/D/Fail option, a student is held responsible for fulfilling all course requirements. The instructor is not informed when a student elects the Pass/D/Fail option. The instructor will assign a letter grade, which will be converted to P/D/F on a student's Barnard transcript as follows:

A letter grade of A+ through C- will appear on the transcript as a P, and will not count in the grade point average (GPA)

A letter grade of D will appear on the transcript as a D, and will count in the GPA

A letter grade of F will appear on the transcript as an F, and will count in the GPA

P/D/F Limitations

Beginning fall 2023, Barnard's standard policy is that students can elect P/D/F grading in one course per term during the academic year (fall/spring). This is in addition to any courses with mandatory pass/fail grading.

Students who do not utilize both P/D/F options during the academic year may elect, in the summer immediately following, to take one Barnard Summer Session course on a P/D/F basis. Barnard students may not elect P/D/F in a Columbia Summer Session course because Columbia summer courses are considered transfer credit, and transfer courses must have a standard letter grade in order to transfer.

Under the standard policy, the P/D/F option cannot be elected for any course designated to count toward the major or the minor. However, the P/D/F option may be elected for a course that is counting towards a student's general education requirements.

Please note that dean's list eligibility requires a minimum of 12 letter-graded points per semester. A class in which a student elects P/D/F grading will not count towards that minimum. Please see further details about Dean's List [here](#).

Students should also make themselves aware of any financial-aid related limitations to electing pass/fail grading by consulting the Financial Aid Office.

Students who may be facing extenuating circumstances in a particular semester can petition to elect P/D/F grading in a second course, by speaking with their class dean and then submitting a petition to the College's Committee on Programs and Academic Standing (CPAS).

CPAS will not generally approve any petition that would result in a student having fewer than six credits of coursework that is either standard letter-graded or mandatory pass/fail, unless a student has been previously approved for a reduced courseload (please refer to the reduced courseload policy for more information about this process). Students who petition to elect P/D/F in an additional class should be aware that this may disqualify them from consideration for dean's list for that semester. Students with ongoing disability-related challenges can also be in touch with CARDS to discuss reasonable academic accommodations.

Previous P/D/F policy (prior to fall 2023)

Prior to fall 2023, students were limited to 23 credits of elected P/D/F coursework over the course of their Barnard career. (For students who entered as incoming transfers, the maximum was 22 credits.) Academic Year 2020-21 classes in which students elected Pass/D/Fail grading were excluded from the overall P/D/F credit maximum. As of fall 2023, Barnard students may not apply this previous P/D/F policy to their academic records for current or future terms.

Uncovering a P grade

After final grades become available for the semester, students may uncover their letter grade in a course in which they initially elected P/D/F grading. The deadline to request the uncovering is the registration deadline of the semester following the one in which the P/D/F course was taken (e.g. the second Friday of the following semester), as noted on the Academic Calendar. A class in which the P grade is uncovered is still counted towards the one course per term P/D/F limit.

Please note that graduating seniors cannot uncover P/D/F grades in their final semester. However, if a graduating senior elected P/D/F in a course that is required for the major or minor, the Registrar's Office will administratively uncover the grade at the point of graduation. This may affect a student's final cumulative or term GPA, as well as dean's list eligibility.

Incompletes

Students with compelling circumstances who are unable to complete a course due to outstanding coursework (other than the final exam) may request a grade of Incomplete from their instructor. The student should submit to the Registrar's Office an official [Request for an Incomplete Grade](#) form, approved by their instructor, by the last day of the Reading Period for the class. (In a course 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.)

The remaining coursework must be submitted to the instructor by the Incomplete deadline, which is four months after the end of the term (for fall classes, the deadline is April 15; for spring classes, the deadline is the first day of classes in the following fall term) or by the deadline set by the instructor if earlier. If the remaining work is not submitted by the deadline, the student will receive a grade with the missing work averaged in as an F. This grade will be automatically posted by the Registrar's Office four weeks after the final incomplete deadline for the semester.

Beginning in academic year 2021-2022, the student will initially receive a temporary grade of I for the class. Once the work is received and graded, the final letter grade will replace the I on the student transcript (e.g. B+).

If a student has completed all coursework except the final exam, they can seek approval for a Deferred Exam.

Transcripts

Students can view their grades and unofficial transcripts in the [Barnard student portal](#).

All copies of official transcripts are sent only at the request of the student in compliance with FERPA, and are subject to the \$7.40 fee and five business day turnaround time. Transcripts are generally sent in secure pdf format. Paper copies can be requested, by exception, for pick up or mail delivery. Transcripts can be sent by FedEx or Express Mail for an additional fee. Barnard cannot send copies of transcripts from other schools that the student attended; they must be requested directly from the other institution. Further information about requesting official transcripts can be found at barnard.edu/transcripts.

Dean's List

Effective fall 2013: To be eligible for Dean's List, a student must be enrolled at Barnard on the Morningside Heights campus (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.

Beginning with academic year 2020-2021, incoming first-years are required to complete at least 9 letter-graded points with a minimum grade point average of 3.60 for the term. (P-graded points are excluded.)

Seniors who are approved to take less than 12 credits (by exception in their final semester), must have 9 credits of letter-graded coursework to be eligible for Dean's List.

Spring 2020: Due to the COVID-19 pandemic and the mandatory pass/fail grading policy, there was no dean's list for spring 2020.

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.

Note: Dean's list notations are not awarded for summer terms.

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).

Honors are determined by a student's final cumulative Barnard GPA, with the top 5 percent of the graduating class being awarded summa cum laude, the next 10 percent being awarded magna cum laude, and the remaining 20 percent awarded cum laude.

The minimum grade point averages that determine eligibility for each category of Latin Honors may change with each May's graduating

class. Those same criteria will be applied to the following February and October graduating classes. (For example, the criteria for each category of honors for the May 2025 class will also be applied to the October 2025 and February 2026 graduating classes.)

Beginning with the February and May 2022 graduating classes, study at other institutions (transfer, summer school, study leave) is not factored into a student's Latin honors eligibility.

Latin honors appear on both the transcript and the diploma.

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. Departmental honors display on student transcripts but not diplomas.

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 shared advising, in which faculty and administrators alike advise pre-major students, is one of the hallmarks of the Barnard experience. Although the responsibility for knowing the degree requirements rests with each student, advisers offer support,

guidance, and a sounding board, helping their advisees set goals and priorities, select courses, and understand the curriculum. Class Deans in the Campus Life and Student Experience division also offer support, especially if students encounter issues or have concerns that might extend beyond the classroom.

Class Deans and Advisers

Prior to matriculation, the First-Year Team communicates academic planning and registration information to new students via email, virtual meetings and also the First-Year Blog. First-year students are encouraged to subscribe to the First-Year Blog and may submit any questions they have to first-year@barnard.edu. Students enroll in their fall First-Year Experience courses over the summer. They also enroll in select Barnard classes deemed suitable for first-year students. The formal finalization of course schedules happens in the fall, during Orientation and the first two weeks of class. 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.

By the second semester of sophomore year, each student chooses a major field in consultation with the Sophomore Class Dean, an adviser, and the academic department. From then on, the major adviser guides advanced study for the major.

Students are responsible for completing all degree requirements and completing 122 credits in order to graduate. Students who have completed the requisite number of credits and all of their Foundations and major requirements are expected to graduate.

Transfer Students

Incoming transfer students are assisted by the transfer advisers and the Associate Dean for Transfer Students in planning their courses of study and selecting majors. Advising sessions are scheduled prior to the students' arrival on campus 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

The Office of International Student Services (ISS) supports all international students from the moment they have been accepted up through graduation and beyond. In addition to providing advising support, ISS provides programming for international students, as well as all information and support pertaining to visas, I-20s, and other travel matters.

Study Abroad

Students who wish to study abroad for credit toward the Barnard degree are urged to meet with Barnard Global advisers and discuss their plans with their pre-/major adviser early on. To be eligible, students must submit the Preliminary Barnard application by the relevant deadline (see below) during the academic year before they plan to go abroad. The Preliminary Barnard application must be submitted for the specific program and term the student plans to study abroad.

Preliminary Barnard Application deadlines:

Oxford programs: early December

Fall and Academic Year programs: February 15th

Spring semester programs: March 15th

Summer programs: April 15th

The Preliminary Barnard application requires students to request an approval by their pre-major or major advisor. The student chooses their current advisor from a directory and the link to the approval questionnaire is sent to their advisor via email from studyabroad@barnard.edu. The questionnaire is brief and does not require a letter of recommendation. Students may follow up with their advisor to confirm that the approval questionnaire has been completed on their behalf. While the approval questionnaire can be submitted by the advisor after the deadline, the student's application will not be reviewed by Barnard Global until it is complete.

Students may later request an academic letter of recommendation from a professor for the purpose of applying directly to their study abroad program, if one is required.

For pre-major/major advisers: if a student asks you to complete a form for their specific study abroad program application which verifies they are in good standing, please check the instructions to confirm that you—and not the study abroad adviser—should provide this information. If you are not the correct recipient of the verification form, please do not complete it; instead, have the student resend the form to a Barnard Global staff member or contact studyabroad@barnard.edu.

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 and is advised by the Dean for Academic Planning and Class Advising or designee.

Each student who registers at Barnard agrees to maintain the Honor Code.

Approved by the student body in 1912 and updated in 2016, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Graduate School Advising, Combined Plan Programs, 4 + 1 Pathways

Students interested in study beyond the undergraduate level—including medical school, law school, business school, master's programs, doctoral programs, and more—as well as those interested in pursuing an Accelerated 4+ 1 Pathway with Columbia graduate schools (available at the Fu Foundation School of Engineering and Applied Science, Mailman School of Public Health, Harriman Institute, School of International and Public Administration, and Quantitative Methods

in Social Sciences Program)—should consult with Beyond Barnard and with appropriate faculty advisers.

Note that students interested in medical school or any other training for the health professions (vet, nursing, pharmacy, etc.), should consult the Health Professions Advisor at Beyond Barnard. Applications to medical school require the completion of courses that train students in core competencies necessary for success on the MCAT and in medical school. To that end, students should work with their academic advisers to plan on taking a full year of Biology, a full year of Chemistry and a full year of Organic Chemistry (following Barnard's entire Chem sequence OR Columbia's, but not both), a full year of Physics, requisite Mathematics courses (including calculus and statistics), one semester of Biochemistry, as well as one Psychology course, two writing-intensive courses in a humanities field (preferably English), and other coursework as well. For additional advising support, students should contact Beyond Barnard.

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 in the pursuit of higher degrees. Particularly for students entering the professions.

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 graduate study in the humanities and/or the social sciences.

Josephine Paddock Fellowship (1976)

For graduating seniors who show promise of distinction in a field of graduate study in art. Suitable for majors in Art History, Architecture, or the Visual Arts.

Grace Potter Rice Fellowship (1935)

For graduating seniors who show promise of distinction in graduate school in the natural sciences or mathematics.

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.

Prizes

General

Mary E. Allison Prize (1937)

For general excellence in scholarship.

Annette Kar Baxter Memorial Fund Prize (1984)

Awarded to a member of the Junior Class in any field who has distinguished herself (on a paper or project) 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)

Awarded to two students in the Junior Class, as chosen by the Honors Committee from among the five students with the highest grade point averages in the Class. Rigor of academic record, integrity, and good citizenship are considered.

Katherine Reeve Girard Prize (1964)

For a student (traditionally a senior) whose interests are in the international aspects of a major.

Ann Barrow Hamilton Memorial Prize in Journalism (1978)

For a graduating senior who is planning to pursue a career in the field of journalism and who is judged to show the most promise of success in that field based on scholarship, writing ability, and desire to succeed.

The Alena Wels Hirschorn Prize

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

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)

Awarded to a student for excellence in a field of the arts, including, but not limited to, art history, music theory, architecture, and the performing arts.

Schwimmer Prize (1986)

Awarded to an outstanding graduating senior in the humanities who exemplifies a scholarly commitment to the humanist tradition.

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.

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**Africana Studies****Quandra Prettyman Prize (2019)**

The Barnard College Quandra Prettyman Prize is awarded to a senior Africana Studies Major or Minor who has been nominated by the Africana Studies Department Faculty. The prize is awarded to a student

who exemplifies a scholarly commitment to the study of the field. It honors Professor Quandra Prettyman who embodies what Africana faculty strive to cultivate in our students—intellectual curiosity, generosity of spirit, constant growth, and a belief in the generative power of community

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 excellence in architectural design.

B+C | A The Portfolio Design Award (2013)

For an outstanding senior architectural design portfolio.

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**Tarakanth 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.

Ida and John Kauderer Prize (1973)

For premedical students majoring in chemistry.

Marie Reimer Scholarship Fund Prize (1953)

Awarded at the end of the junior year to an outstanding major in chemistry.

Computer Science

Theodore R. Bashkow Award (Columbia University)

Presented to a computer science senior who has excelled in independent projects. This is awarded in honor of Professor Theodore R. Bashkow, whose contributions as a researcher, teacher, and consultant have significantly advanced the state of the art of computer science.

Computer Science Scholarship Award (Columbia University)

A prize awarded to two B.A. and two B.S. degree candidates for outstanding academic achievement in computer science.

Jonathan L. Gross Award for Academic Excellence (Columbia University)

This award was established in 2017 in honor of the much loved Professor Emeritus Jonathan Gross. It is awarded each year to one graduating masters student and to one graduating senior from each of the four undergraduate schools served by the Columbia Department of Computer Science, including Barnard.

Andrew P. Kosoresow Memorial Award for Excellence in Teaching and Service (Columbia University)

Awarded for outstanding contributions to teaching in the Department of Computer Science and exemplary service to the Department and its mission.

Russell C. Mills Award (Columbia University)

This annual award, established by the computer science department in 1992 in memory of Russell C. Mills, is a prize given to a computer science major who has exhibited excellence in the area of computer science.

Prize for Excellence in Computer Science (2020)

For outstanding academic performance in computer science.

Economics

Alena Wels Hirschorn Award (1986)

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

Alena Wels Hirschorn Paper Prize (1986)

For a junior 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 Selekmán 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.

Estelle M. Allison Prize (1937)

For excellence in literature.

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.

The ES Carrigan Prize

For graduate work in English.

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.

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 Rensselaer 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 Dornfield 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 Schiffrin 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**The Dasha Amsterdam Epstein Awards in Honor of Patricia Denison (2019)**

Separate prizes may be given to Barnard and Columbia students for achievement in the fields of acting, design and production, directing, dramaturgy, theory/criticism/research, playwrighting.

The Joseph Milton Fee, Jr. Award in Playwriting (2018)

For an original play written in English "on any aspect of the American experience."

Kenneth Janes Prize in Theatre (1987)

For a Barnard junior or senior theatre major who has contributed notably to the theatre program of the Minor Latham Playhouse.

Austin E. Quigley Prize (2010)

For a Columbia College senior majoring in Drama and Theatre Arts demonstrating outstanding artistic and intellectual achievement.

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 Experience and Engagement

Student Experience and Engagement

The mission of the Department of Student Experience and Engagement (SEE) is to create accessible, dynamic, thought-provoking co-curricular opportunities for Barnard students to explore purposeful involvement, self-discovery, and the development of meaningful relationships with their peers and the greater Barnard community. As an integral part of the student experience, SEE aims to connect students not only to resources available within the Department but all resources available at both Barnard and Columbia.

Functional Areas:

Arts Education

Arts Education is a valued part of the Barnard experience. This area of SEE provides both on-campus and off-campus arts enrichment for students, providing opportunities for not only arts appreciation and education but also creative outlets where students can enhance their existing artistic ability or develop new skills, talents, and artistry.

Barnard Traditions

Established in 1889, Barnard College values and is proud of its deep history and traditions. SEE—via the McIntosh Activities Council (McAC)—is home to some of Barnard's most cherished and celebrated campus traditions, such as Big Sub, the Emily Gregory Awards & Celebration, Midnight Breakfast, Spirit Week and the Barnard Greek Games.

New Student Orientation Program (NSOP)

Barnard's new student orientation program (NSOP) is designed to welcome and celebrate incoming students through a series of thought-provoking, engaging, and dynamic programs, activities, and experiences that will introduce students to the history, traditions, culture, values, expectations, resources, and physical spaces of Barnard College, Columbia University, and the surrounding New York City community.

Glicker Milstein Theatre (GMT)

SEE is home to the Glicker Milstein Theatre (GMT), a blackbox space dedicated to student performances on campus offering student productions a safe place to explore their ideas and develop theatre techniques under the guidance of professional staff.

Identity & Inclusion Programs

SEE recognizes the value and meaning of connecting with people of shared identities and experiences. Our identity and inclusion programs allow students to come together with their peers, faculty, and staff to explore their identities, and to build networks of support and solidarity.

Leadership Programs

Leadership programs are designed to offer an array of opportunities for students to develop leadership abilities, informed by their personal experience and a deep understanding of how their strengths and talents can serve both the Barnard Community and Beyond. Through a variety of initiatives, SEE supports all students' leadership journeys with a balance of challenge and support.

Recognized Student Group Support

With over 50 recognized student clubs and organizations via the Governing Board at Barnard (GBB), Barnard College is an active, vibrant, and diverse campus community. SEE provides advising and support

for GBB recognized groups and the students directly involved with club and organization activities, programs, initiatives, and management. As a member of the Barnard Community, not only do you have an opportunity to join GBB recognized groups but Barnard students can join any of the 500+ groups recognized at Columbia University.

Student Leadership Advising

Both the Student Government Association (SGA) and the Governing Board at Barnard (GBB) are advised by staff in SEE. Collectively, SGA and GBB advocate and support the needs of the Barnard student community through shared governance, programming, and by allocating and managing the Student Activities Fee (SAF). It is through this partnership that SEE works in collaboration with students to ensure that Barnard is an engaged student community full of memorable and fulfilling experiences.

Student Experience and Engagement serves the entire Barnard community including students, faculty, staff, administrators, and parents and families. As the hub for student engagement, SEE is a great place to both promote and learn about what is going on in the Barnard community. In partnership with the Division of Campus Life and Student Engagement, SEE will do the following:

- # **Encourage** deep consideration of ideas, interests, and needs;
- # **Advise** students on the breadth of College resources to leverage during their experience at Barnard;
- # **Connect** students to departments and individuals to help them reach their goals;
- # **Celebrate** student accomplishments; and
- # **Share** assessments of how the Department has done this work.

Campus Organizations

Campus Organizations

The Student Leadership Collective (SLC) comprises the Barnard Student Government Association (SGA), the Governing Board at Barnard, and the McIntosh Activities Council (McAC). The SLC was created to recognize the distinct and important roles and responsibilities of each organization on campus: SGA are elected officers who represent students' concerns; GBB governs student clubs and supports student leaders, and McAC plans campus events celebrating College traditions for the Barnard community. The Student Leadership Collective Office is located in the Diana Center Anna Quindlen Room (inside Liz's Place, Diana Center 1st Floor).

- The Student Government Association of Barnard College (SGA) aims to serve as a representative body of the general student body through active communication between students, administration and faculty. With various forums for collaboration, such as committees and weekly Representative Council meetings, SGA strives to promote open dialogue and action that will enhance student life at Barnard College. All Barnard College students, by virtue of having paid student activities fees, are members of the SGA.
- The Governing Board at Barnard (GBB) upholds the values of Barnard College by promoting the personal and intellectual development of students as leaders. We hold GBB clubs and their members to the high expectations of Barnard College: rigorous standards, self-awareness, holistic learning, and social accountability. Reflective of the Barnard mission statement, GBB believes that participation and leadership in student clubs will

empower students "to achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives." We strive to provide a strong sense of community and dedication to student life on Barnard's campus.

- The McIntosh Activities Council (McAC) is Barnard's programming board and plans some of annual campus traditions including Big Sub, Midnight Breakfast, the Emily Gregory Dinner, Spirit Week, and the Barnard Greek Games.

Sports and Athletics

Barnard College students have the opportunity to compete in NCAA Division 1 athletics through the Columbia-Barnard Athletic Consortium. The first-ever NCAA Division 1 consortium of its kind, and only one of only three in the nation at any level of NCAA competition, The Columbia-Barnard Athletic Consortium sponsors 16 women's varsity teams (Archery, Basketball, Cross Country, Fencing, Field Hockey, Golf, Lacrosse, Rowing, Soccer, Softball, Squash, Swimming & Diving, Tennis, Indoor Track and Field, Outdoor Track and Field and Volleyball), whose rosters feature student-athletes from all undergraduate programs at the University.

The teams, competing as the Columbia Lions, participate in contests, tournaments and exhibitions against regional and national opponents, with attention paid to in-conference competition against the other seven schools comprising The Ivy League (Brown, Cornell, Dartmouth, Harvard, Penn, Princeton and Yale).

Honor Code

The Honor Code, instituted at Barnard in 1912, governs all aspects of academic life at the College and contributes to its distinctive culture.

Each student who registers at Barnard agrees to maintain the Honor Code; this includes Barnard students enrolled in Columbia courses as well as Columbia students enrolled in Barnard courses.

Approved by the student body in 1912 and updated in 2016, the Code states:

We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

The [Honor System Manual](#) outlines the processes of the Honor System.

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 designated officers of instruction, administration, or College committees.

Residential Life

Residential Life and Housing

Barnard maintains a diversified residential program. Residential options include traditional corridor-style and suite-style rooms in College-owned or rented buildings on or near to campus. On average, the number of first-year students in College housing is 98%, while the average residency rate among upperclass students is 75%. In a cooperative exchange with the Columbia Housing office, a limited number of Barnard and Columbia upperclass students participate in a housing exchange program.

Residence Halls

All Barnard College-owned or operated residence halls are completely smoke-free. Under the leadership of the Director for Residential Life and the Director for Housing & Non-Residential Support, the College provides substantial supervision of student life in the residence halls. Buildings are directly managed by Community Directors (CD) and students receive additional support from Resident Assistants (RA). The Barnard CARES Community Safety office provides 24-hour Access Attendant coverage at the residence hall front desks and regular security guard patrols.

Brooks, Hewitt, Reid, and Sulzberger Halls make up "The Quad" at the south end of the campus. First Year students are assigned to singles, doubles, triples, and quad rooms in all four buildings. Upperclass students are assigned to singles & doubles in Hewitt and the higher floors of Sulzberger (referred to as "Sulzberger Tower").

A number of residence halls provide housing for upperclass students near to the campus.

- 600, 616, and 620 are suite-style residence halls on W. 116th St.
- Elliott is a corridor-style residence hall on Claremont Ave.
- Plimpton is a suite-style residence hall on Amsterdam Ave, adjacent to Columbia & Teacher's College.
- Cathedrals Gardens is a suite-style residence hall on Manhattan Ave, which also houses faculty members.
- 121st Street is a suite-style residence hall one block north of campus off Broadway.
- The College also rents apartments for students in "College Residence," located at 110th St. and Broadway.

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.

Housing Assignments

Returning upperclass students already living in College housing who started at the College as First-Year students are eligible to take part in the Room Selection process, to secure housing for the following academic year. Most students select through the Housing Lottery, but students may also apply for Pre-Lottery placements as an accommodation through the Center for Accessibility Resources & Disability Services (CARDS).

New First-Year students who apply for campus housing are matched with roommates and assigned to rooms by the College based on the responses to their Housing Application.

New Transfer students, students returning from a leave of absence, and non-residential continuing students may apply for housing. While the College always hopes to be able to provide housing for as many applicants as possible, space in campus housing is limited and assignment is not guaranteed for these populations. Students who start at the College as Transfers are not eligible to take part in the Room Selection process for continuing students.

Requirements

The rules and regulations regarding payments, refunds, and the use and occupancy of rooms are in the Housing Contract, which students sign when they apply for College housing. The [Housing Agreement](#) and the [Residence Hall Handbook](#) may both be reviewed online.

Board

All Barnard students are required to participate in a meal plan. All first-year students residing in Barnard housing are required to enroll in the Platinum meal plan. Upperclass students who live on floors 2-8 of the Quad are required to enroll at minimum in the Flex 150 Meal Plan.

All other students, including those living off-campus, are enrolled by default in the Flex 125 meal plan (but must be enrolled at minimum in the Convenience Points meal plan).

Meal Plan enrollment is coordinated by the Bursar's office. Students may alter their meal plan enrollments (within the allowable parameters), including selecting Kosher options, through the [Meal Plan Change form](#) (on the Housing Portal) through the following deadlines:

- Fall Semester -- Monday, August 25, 2025
- Spring Semester -- Monday, January 12, 2026

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 & Students with Children

College housing is available only for enrolled Barnard students. College housing is not available for the spouses or significant others of students and/or their children.

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.
- Upper-class resident students with access to a kitchen who are receiving financial aid will have a budget based on a single room and the cost of the Flex 125 meal plan.
- Upper-class resident students without access to a kitchen who are receiving financial aid will have a budget based on a single room and the cost of the Platinum meal plan.
- Non-residential students who receive financial aid will have a meal allowance based on the cost of the Flex 125 meal plan.
- A student who chooses to reside in a studio apartment must cover the difference between the cost of a studio apartment and a single room from her own resources.

Resident Assistants

Residential Life & Housing employs students as Resident Assistants (RAs) throughout campus housing. RAs facilitate the social, academic, and personal adjustment of students to the residence hall and College. RAs serve as a role model, provide referrals to resources across the College, enforce the policies of Residential Life & Housing and the College, and provide social & educational programming.

Information Services

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 Workspace 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 (located in 011 Milbank Hall), a project management office (PMO) for IT-related projects, manages campus computers, 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.

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, student printing, computer security, and network configuration; supports two computer labs that are accessible to all students; and helps disseminate information about technology through special events and workshops. Student Computing Services is co-located with the BCIT Service Desk in 011 Milbank Hall. 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 residential labs are open 24 hours a day, 7 days a week during the academic year, and are located in the residence halls in Plimpton and 616 West 116th Street.

Other Student Services

Health Services

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 students. 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 physicians, nurse practitioners, a nurse, and a nutritionist. The PCHS collaborates with major New York medical teaching centers to provide advanced clinical training in college health to Adolescent Medicine Fellows.

After-Hours Care

After hours care and advice through a nurse triage service is available throughout the year including during winter and spring break and summer session.

Fees

There is no per-visit charge at the PCHS, all insurances are welcome and the number of visits is unlimited. Medications are available for discounted fees from our on-site dispensary.

Health Insurance

All Barnard students must maintain health insurance coverage while they are enrolled at the College. Students have two options: They can either carry the school's insurance plan, implemented by Aetna Student Health, or waive out of the student health insurance plan with their family's insurance plan. To waive the Aetna insurance, students must submit an application and be approved for coverage under their family health plan. Waive-out periods occur during certain times of the year. Please reach out to pchs@barnard.edu for details. All outside insurance plans must be ACA compliant. Students should carry their insurance cards with them at all times. For additional information

about the Student Insurance Plan and health services provided by Barnard, students are encouraged to visit the Health Services [website](#).

Rosemary Furman Counseling Center

The Rosemary Furman Counseling Center, accredited by the Accreditation Association for Ambulatory Health Care, provides FREE short-term counseling, medication evaluations, referrals, and crisis intervention services for all registered Barnard students. They see students with a full range of problems from adjustment issues, relationship problems, eating and substance issues, mood disorders, trauma, stress related to oppression, and other emotional/mental health concerns.

Staff

The clinical staff consists of psychologists, social workers, and psychiatrists, as well as trainees in these fields.

After-Hours Care

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 care will be assisted in finding a therapist or psychiatrist in the city.

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 in New York State. The student insurance may be waived if the family policy meets these requirements.

Tuition Insurance

Tuition insurance, offered by a variety of companies, reimburses for tuition costs if a student needs to leave college. This offers financial protection for families, especially those with students who have physical or mental health concerns that could impact their ability to remain in school.

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. All services are confidential and free of charge. Outreach and educational programs are offered on related topics including: consequences of alcohol use; Barnard norms; alcohol and relationships; alcohol and stress; harm reduction strategies for drug use; safe spring break; and media literacy.

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trauma, stress related to oppression, and other emotional/mental health concerns.

Health Education and Promotion

Barnard's Primary Care Health Service and Furman Counseling Center Health Promotion and Education initiatives support the well-being of Barnard students through educational programming, individual health behavior consultation, campus-wide health campaigns to provide nutritional guidance, flu shot fairs and sexually transmitted infection testing, community outreach, and advocacy. As a resource for students to learn about their physical, sexual, and mental health, we work to support both individual self-care as well as the health of the community. We also educate students about how to find and use health resources at Barnard and in the community. In addition, additional wellness resources are provided by the Wellness Spot and Being Barnard, overseen by the LeFrak Center for Well-Being and located on the first floor of Barnard Hall.

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.

Being Barnard is the college's sexual violence education, prevention, and outreach program. The mission of Being Barnard is to provide a holistic approach to sexual violence prevention through campus-wide campaigns, educational programming, one-on-one health consultation services, community building, outreach, advocacy, and intervention. Sexual assault and interpersonal violence affect students of all genders, identities, and backgrounds and are widely recognized to not be isolated issues but part of a much larger societal picture. As such, it is our hope that by addressing a multitude of interwoven topics, such as healthy relationships and sexuality, affirmative consent, personal boundaries, self-care, bystander intervention, and social identities and power, that we may help reduce, and one day eliminate, sexual assault and violence from our campus and global communities.

Center for Accessibility Resources & Disability Services

In 1978, Barnard established a program to provide services for students with disabilities, which enhances their educational, pre-professional, and personal development. The Center for Accessibility Resources & Disability Services (CARDS) 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. CARDS 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 fill out an [online application](#), submit [supporting documentation](#), and schedule an intake meeting with their designated [CARDS coordinator](#). Accommodations are not granted retroactively, so it is best to register with CARDS early on. Accommodation decisions are made on a case-by-case basis, according to the type of disability a student has, information shared by the student during their meeting, and the recommendations of the student's documentation. The buildings on the Barnard campus are wheelchair accessible. CARDS

staff can assist students with determining the best access routes on campus. CARDS maintains a comprehensive [webpage](#), which includes important information about accessing accommodations, how to register, and policies related to accommodations.

Student Experience and Engagement

The mission of the Department of Student Experience and Engagement (SEE) is to create accessible, dynamic, thought-provoking co-curricular opportunities for Barnard students to explore purposeful involvement, self-discovery, and the development of meaningful relationships with their peers and the greater Barnard community. As an integral part of the student experience, SEE aims to connect students not only to resources available within the Department but all resources available at both Barnard and Columbia. Students who engage with SEE will strengthen their leadership skills to transform themselves, Barnard, and their communities both now and in the future.

Vision:

Student Experience and Engagement envisions a Barnard where every student feels welcome, supported, is engaged, and becomes an agent for social change.

Values:

Student Experience and Engagement values the following:

- # Knowledge
- # Equality
- # Community
- # Integrity
- # Responsibility
- # Social Justice

Functional Areas:

- # Arts Education
- # Campus-Wide Programming
- # McAC *Student-Programming Board
- # Experiential Learning Initiatives
- # Glicker-Milstein Theatre (GMT)
- # Identity & Inclusion Initiatives
- # Leadership Programs
- # New Student Orientation (NSOP)
- # Recognized Club and Organization Support and Management
- # Student Leadership Group Advising
- # Student Government Association (SGA)
- # Governing Board at Barnard (GBB)

Student Experience and Engagement serves the entire Barnard community including students, faculty, staff, administrators, and parents and families. As the hub for student engagement, SEE is a great place to both promote and learn about what is going on in the Barnard community. In partnership with the Division of Campus Life and Student Engagement, SEE will do the following:

- # Encourage deep consideration of ideas, interests, and needs
- # Advise students on the breadth of College resources to leverage during your experience at Barnard;
- # Connect students to departments and individuals to help them reach their goals;

Celebrate student accomplishments; and

Share assessments of how the Department has done this work

Arts Education

The Program Coordinator for Arts Education advises Barnard-recognized student groups that self-identify under the larger umbrella arts education. This includes performance arts groups, visual arts groups, and groups that have an arts education focus. Additionally, the Program Coordinator coordinates arts education programming including the annual Arts Education Week in the spring semester.

Campus-Wide Programming

SEE supports campus-wide programming via the McIntosh Activities Council (McAC), a student-driven programming board responsible for upholding and celebrating Barnard traditions like; Big Sub, Midnight Breakfast, Emily Gregory Ceremony, Spirit Week and the Barnard Greek games. The work of each functional area within the Department is designed for the entire campus community and programs, events, and activities can be found on the Department supported online platform MillieLINK.

Experiential Learning Initiatives

The Program Coordinator for Experiential Learning advises Barnard recognized student groups that self-identify under the larger umbrella of experiential learning. This includes service learning or volunteer-based groups, philanthropic or humanitarian groups, and/or groups focused on practical applications of vocational interest.

Glicker Milstein Theatre (GMT)

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 Experience and Engagement by presenting enrichment opportunities through performances open to the student body and the College community. The Theatre Director is responsible for all facets of scheduling and programming in the GMT year-round.

Identity & Inclusion Initiatives

The Program Coordinator for Identity & Inclusion advises Barnard recognized student groups that self-identify as cultural or identity-based groups. The Program Coordinator also, in collaboration with students and our partners at Columbia University, supports heritage and cultural awareness programming including Hispanic Heritage month, LGBTQ+ History Month, Women's History Month, etc. Additionally, the Department has a part-time Program Coordinator for LGBTQ+ initiatives specifically designed to meet the needs of Barnard's LGBTQ+ community.

Leadership Programs

The College believes that leadership development doesn't live in one specific area or department. In SEE, we recognize that leadership occurs in many settings. With this in mind, the Department 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 leadership program and workshops, lunches, and the Barnard Leadership Training (BLT) 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 engaged members of society.

New Student Orientation Program (NSOP)

SEE 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.

Student Records and Information

The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment/FERPA) stipulates that students may have access to their official files and that no transcripts may be issued without their written request. Barnard's full FERPA policy can be found [here](#).

Barnard College designates the following items as Directory Information: student name; class; home or college address and telephone number; email address; major field; date and place of birth; dates of attendance at Barnard; degrees, honors and awards received; previous school most recently attended; participation in officially recognized activities and sports; and photograph. Columbia and Barnard have public directories—online and by phone—that list the student name, department, email, phone and campus box number.

The College may disclose any of those items without prior written consent, unless a student files a [request to withhold directory information](#) with the Registrar each year by September 15.

Community Accountability, Response & Emergency Services (CARES)

CARES promotes safety for the Barnard community in every arena: physical; fire and safety; structural; interpersonal; and psychosocial. The department supports and contributes to a safe, healthy, and inclusive learning environment for students, faculty, staff and visitors. It also plays a central role in preventative and protective measures to minimize the risk or impact of emergency situations on campus. To this end, CARES works closely with campus and community partners, including Columbia Public Safety and law enforcement partners when appropriate and necessary. While all members of the CARES department receive training specific to their role, they are also committed to the philosophy that everyone on campus can contribute to a community that fosters the safety of all.

The CARES Department is comprised of these team members, all working collaboratively to promote safety for the Barnard community:

- **Community safety officers** respond to serious, unexpected, and often dangerous situations requiring immediate action; such matters may pose an immediate threat to health, life, property, and environment with a high probability of escalating quickly and dangerously without rapid intervention. Community Safety Staff are not sworn law enforcement officers; rather, they are New York state certified security guards trained in security practices, risk reduction, fire safety, basic first aid, and CPR/AED.

- **Access attendants** primarily monitor and provide access control measures of persons and materials at designated Barnard College access/egress, particularly the residential halls.
- **Dispatchers** provide first-level support in receiving calls and effectively directing response to the team members who will address the need.
- **The Response Team** is focused on supporting holistic approaches to safety and crisis response initial intervention, response, and/or referral to campus resources.
- **The Preparedness Team** (fire safety and compliance personnel) embodies the college's commitment to shared responsibility for the safety and welfare of the campus community. This team has primary responsibility for preparedness efforts related to fire and life safety, crime prevention, and emergency preparation. They inform students and employees of the resources available to them and remind them of their personal responsibility to take prudent precautions.

The CARES team can be reached by contacting either the emergency line at 212-854-6666 or the non-emergency line at 212-854-3362.

Community Safety is located just opposite the Main Gate at 117th Street and Broadway, in Barnard Hall Room 104. The Response team is located on Claremont and 119th Street in Elliot Hall.

For more information please visit the Barnard CARES website at barnard.edu/CARES.

Crime Statistics

In compliance with New York State Education Law Article 129-A, and the Clery Act, crime statistics for the Barnard College campus for the last three calendar years are filed annually with the [United States Department of Education](#) and are available for review on their [website](#) and on the Barnard College website. In addition, the Advisory Committee on Campus Security will provide, upon request, the Annual Security Report or campus crime statistics as reported to the United States Department of Education. Requests can be made by contacting the Department at 212-854-3362 or via email to CARESTeam@barnard.edu.

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.

Research & Scholar Services

Milstein Center for Teaching and Learning

The Milstein Center for Teaching and Learning, at the heart of the campus, houses the Barnard Library and Academic Information Services (BLAIS) along with Academic Centers that together provide research collections and sustain robust services for students to facilitate their scholarly work. It serves as an open, accessible, and creative space to connect with and create information in a way that is engaging, fosters collaboration, and sparks new thinking. The Milstein Center is a home for scholarly exploration, innovation, and production, empowering the Barnard community collectively to challenge and expand methods and scholarship, mix and remix content, and create new conversations. It acts as a gateway to a creative frontier of information that can lead to brand new modes of teaching, learning, and discovery.

Barnard Library & Academic Information Services (BLAIS)

Barnard Library and Academic Information Services (BLAIS) supports excellence and innovation in teaching and learning by providing exceptional research and instructional services, and by connecting the Barnard community to extensive information resources. Located on floors 2, 3, and 4 of the Milstein Center for Teaching & Learning, BLAIS includes the Library, the Barnard Zine Library, the Barnard Archives & Special Collections, Instructional Media and Technology Services (IMATS), and Audiovisual Technology Services.

The Barnard circulating collections in print and digital formats support the Barnard curriculum across the disciplines, with particular depth in Women's, Gender, and Sexuality Studies and Dance Studies. We hold more than 130,000 circulating books, zines, journals, and media in the Milstein Center. Another 23,000 volumes reside in a retrievable storage facility; these are available for request in the CLIO Catalog and will be delivered to Barnard Library for pickup. The size of our collection makes our library browseable, and we welcome you to visit the shelves.

We have many specialized materials available for check-out. Founded in 2004, the internationally-renowned Barnard Zine Library is a collection of zines with an emphasis on works by women, women of color, trans women of all races and ethnicities, as well as works on feminism and femme identity by people of all genders. Zines offer researchers primary resource insights into feminist culture. The circulating zines collection is located on the second floor of the Milstein Center, while an archival collection is held in the Barnard Archives. We hold a focused collection of books in Art and Architecture

(which circulate) to complement Columbia's Avery Library holdings (largely for library use only). Our other special circulating collections include the Barnard Alum Collection; the Barnard BIPOC Alum Collection, which affirms the lives, histories, and imaginations of past and current Barnard students who are Black, Indigenous, and/or People of Color; the Barnard FLI Partnership Library, a textbook library for first-generation and/or low-income students born of a partnership between the Barnard Library, the Columbia First-Generation Low-Income Partnership, and Barnard SGA; Course Reserves; and the Media Collection.

As an affiliate of the Columbia University Libraries, the Barnard Library provides access to a world-class research collection while enriching it with its own unique holdings. The Columbia University Libraries' collections include more than 13 million volumes and over 160,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and graphic and audio-visual materials. Barnard community members have access to the Columbia Libraries collections in all formats.

The staff of the Barnard Library Circulation and Help Desk on the 2nd floor of the Milstein Center welcome you to ask questions and learn from us how to search Barnard and Columbia's expansive collections through the shared CLIO online catalog.

The Personal Librarian program connects each student and faculty member with a member of our research and instruction team, librarians specializing in academic disciplines across the curriculum. Incoming students are assigned to a personal librarian who will help them navigate library resources, build on their research interests, and explore new methods for research and scholarship. Personal librarians seek to understand student, faculty, and staff research needs, and provide individualized consultation. As students select a major, the librarian affiliated with their field becomes a guide for the research process in advanced courses, and ultimately the senior project, thesis, or capstone. Librarians also provide instructional workshops in First Year Writing as well as foundational courses across the curriculum. They support both students and faculty in making connections from the course syllabus to the vast collections available at the Barnard Library, within the Columbia University Library system, across the New York metropolitan area, and beyond. The Personal Librarians are partners for researchers seeking to build projects that utilize the Milstein Centers, serving as a point of connection to other Milstein specialists.

The Barnard Archives and Special Collections collects and makes accessible materials that document campus and academic life at Barnard, as well as histories of feminism and dance. The mission of the Barnard Archives is pedagogical at its foundation. We provide source material to students, staff, alums, faculty, administrators, and other members of the Barnard College and Columbia University communities, as well as to local, national, and international researchers, activists, and artists. Our work is informed by reparative and redistributive frameworks, to actively confront histories of exclusion of people with marginalized identities within our collections.

Instructional Media and Technology Services (IMATS) consists of Academic Technology Services, which supports Barnard's audiovisual needs and classroom technologies; and Instructional Media Services, which provides resources and training in media equipment, editing, and digital technology for Barnard College. Our media equipment room is located on the second floor of the Milstein Building, where a variety of equipment is available for checkout including cameras, projectors, microphones, and more. IMATS supports academic technologies

at Barnard as well, including Canvas, course evaluations, the digital archives collections, website development, and consultation on implementation of new software or computing needs. IMATS uses media and technology to support teaching, learning, and creativity at Barnard.

Academic Centers

The Milstein Center for Teaching and Learning houses a number of [Academic Centers](#), flexible learning and collaboration spaces, each with a specific emphasis, including computational science, empirical reasoning, digital humanities, design, media, pedagogy, and movement. Also in Milstein are the Barnard Center for Research on Women and the Athena Center for Leadership. The Library and the Centers collaborate on a range of programming and workshops throughout the year. We invite all students to explore how the Centers' offerings can extend and deepen your learning and exploration at Barnard.

DESIGN CENTER

The Design Center is an incubator for creative making and embodied learning located on the entry level of the Milstein Center for Teaching and Learning. We're an open and inclusive studio space for hands-on experimentation with materials, tools, and equipment. We support the design and fabrication of objects as well as the pedagogy and learning associated with making.

Our team is committed to addressing design justice, sustainability, and inclusivity in the fabric of our programming and our operational framework. The Center provides equitable access to design technologies and empowers members of the Barnard community to discover, experiment with, and pilot new technologies and design practices.

Incorporating a broad tool set that includes computer-aided design tools, power tools, and hand tools, the Design Center expands opportunities for design-centered thinking across the Barnard College curriculum and to our local community partners. Our programs and workshops address foundational making techniques, sustainable design practices, and the powerful ways in which designed and constructed objects impact our lives. The Design Center enables students, faculty, and staff of all skill levels to learn and apply practical making skills in their design projects through experiential, community-based learning.

DIGITAL HUMANITIES CENTER

The Digital Humanities Center (DHC) is a research, teaching, and learning space dedicated to the creation and stewardship of dynamic connections between the analog and the digital. The Center supports students and faculty via a wide range of methods – from textual and timeline analysis, to visualizing data and mapping, to interactive learning. Additionally, the Center develops and hosts a variety of initiatives sited at the intersections of critical theory, technology, feminism, anti-racism, environmental sustainability, and social justice more broadly. Through its innovative engagements with technology, the DHC has built and continues to sustain a community of scholars, theorists, professionals, and activists on campus and beyond, grounding our thoroughly interdisciplinary approach to the humanities in practices of equitable collaboration. From its inception, the DHC has successfully engaged with students, faculty, staff, and alumnae through its curricular collaborations, individual research support, and inspiring programming.

EMPIRICAL REASONING CENTER

The Empirical Reasoning Center (ERC) helps faculty, students, and alumnae to engage critically with data, both qualitative and quantitative. At our offices and lab on the first floor of the Milstein Center, ERC staff provides empirical research support and technology training at all levels – from introductory to advanced – in statistical, textual and spatial analysis, and data visualization methods. Our services include dedicated course workshops, stand-alone short courses, and a drop-in help desk, as well as programming (e.g., forums, panel discussions) on current, vital issues.

ELSIE K. SLOATE MEDIA CENTER

The Sloate Media Center is a place for original media production, media content creation, media experimentation, and media research. We inhabit an ethos of creativity, positivity, and collaboration. This is an inclusive and accessible space open to all members of the Barnard and Columbia communities, and everyone is welcome to learn how to be media makers regardless of their background, experience, or skill level. The Media Center includes a bookable production studio and a drop-in post-production lab, providing patrons access to a wide range of resources such as an audio booth, an LED light-grid operated from a switchboard, backdrops and greenscreens, as well as editing & animation software. It also includes a circulating equipment room, which has an expansive inventory of production equipment for patrons to use. Other services include photography and videography recordings for faculty and staff in the Academic division at Barnard.

In addition, the Sloate Media Center collaborates with faculty around the integration of media into various curricula across disciplines at Barnard College, such as podcasting, video production and editing, photography, stop-motion animation, screenwriting, and other media production skills. We host events and programming, including open workshops; the Emerging Filmmaker Mentorship Program, where selected Barnard students receive funding and mentorship to create a short film; film screenings and panel discussions; and other initiatives that engage the community with media and media-making.

VAGELOS COMPUTATIONAL SCIENCE CENTER

The Diana T. Vagelos and P. Roy Vagelos Computational Science Center (CSC) facilitates the understanding, exploration, and use of computational science and technology across disciplines. We take an intentionally broad approach to computing and its use and we are dedicated to lowering the barrier of entry into computing across disciplines. We engage students, faculty, and staff in learning about computing in meaningful ways, including thinking critically about the development and application of technology in society.

Our event programming reflects these values and we build on our mission through our open workshops, student fellowship programs, talks and roundtable discussions, publications, and ongoing collaborations with Barnard centers, departments, and outside institutions. A primary theme of our collaborations is to explore computational topics through an interdisciplinary lens with a focus on social justice and public interest technology. Through our Computing Fellows peer-leadership and mentorship program, undergraduate fellows are attached to Barnard courses to support or introduce computational activities and to mentor, tutor, and assist students in coding and computing pedagogy.

MOVEMENT LAB

The Movement Lab is a flexible, modular space for movement research, production, collaboration, and interdisciplinary interaction. The Lab's trans-media function serves to enhance critical thinking and learning

through body-and-brain connection as it seeks to explore emerging trajectories in art, science, and technology. The lab presents creative research through installations and open forums, both virtually and at the Movement Lab. This research is generated through lab programs such as Students Artists in Residence (SAiR), Artists in Residence (AIR), Media Movement Salon (MeMoSa), and collaborations with various programs and departments at Barnard College and Columbia University.

THE CENTER FOR ENGAGED PEDAGOGY

The Center for Engaged Pedagogy (CEP) strengthens Barnard's deep academic engagement and support for student and community wellbeing. To support this mission, we offer programming on teaching and learning topics; develop and share pedagogical scholarship; support curricular development, assessment, and renewal; build and sustain relationships within and beyond Barnard; and provide tools and resources to the campus community. Our goal is to prepare Barnard specifically—and higher education more broadly—to critically engage with and contribute to our ever-changing world. To this end, we create opportunities for faculty and students to collaborate on pedagogical projects through, for example, our Learning, Engagement, and Assessment Fellows program.

The CEP serves as a hub for student learning and support at all levels of the Barnard curriculum by providing student tutorials on learning strategies, student learning communities exploring the use of new technologies and relevant pedagogical topics, and holistic programming aimed at supporting the whole student. For faculty, the CEP facilitates institutes, workshops, and public lectures; topics range from course design, assessment, and active learning strategies to anti-oppressive teaching practices and the use of digital tools. The CEP also offers 1-on-1 consultations, teaching observations, and assessment services for classroom instruction.

BARNARD CENTER FOR RESEARCH ON WOMEN

In 1971, Barnard students, faculty, and staff founded the Barnard Women's Center, the first of its kind in the country. BCRW's founding took place in the midst of feminist, Black freedom, anti-war, and Third World Liberation movements, international student mobilizations, and the parallel creation of Black studies, ethnic studies, and women's studies programs at universities across the country. For more than fifty years, BCRW has built a bridge between students, scholars, activists, artists, neighbors, and our communities beyond New York through public events, publications, multimedia projects, and working groups.

BCRW is an internationally-recognized research center that brings scholars and activists together to foment intersectional social justice feminist analyses and promote social transformation. Our work encompasses annual programming, including our signature Scholar and Feminist Conference, which will celebrate its 50th anniversary in 2026; a peer-reviewed open-access journal, *The Scholar and Feminist Online*; a unique collection of feminist social movement ephemera housed in the Barnard College Archives; a constantly-expanding archive of videos that have been screened in educational institutions and museums all over the world; a rich history of collaborations with activists and artists; and several faculty-led research groups. BCRW pursues vibrant and engaged research, pedagogy, art, and activism, supporting the work of scholars and activists to create new knowledge and to challenge and refine how we understand the world around us.

Every semester, students, faculty, and community members can engage with BCRW through public programming and our open-access publications which focus on issues such as abolition and

transformative justice; anticolonialism and Black transnational feminism; reproductive justice; labor and economic justice; queer and trans liberation; and more. Students can get involved in the Center through a weekly social hour, the Center's collaborations with student groups, and paid research assistantships.

ATHENA CENTER FOR LEADERSHIP

The Athena Center for Leadership is a hub for changemakers at Barnard College, itself a center for leadership for over 130 years. Our mission is to prepare Barnard students to lead change today and throughout their lives. To this end, we work with a wide range of on- and off-campus partners to offer academic year and summer co-curricular opportunities (in the form of 18+ communities of practice) for Barnard students interested in applying what they learn in the classroom to build the world we all deserve; summer programs for future Barnard students to experience the Athena approach to leadership development, and two marquee programs for the public: SPARK, a series about change and how it happens, and the Athena Film Festival, an annual showcase of original, thought-provoking, compelling, and diverse women-centered stories of leadership.

THE TODDLER CENTER

The Center was created in 1973 as a psychology lab, an onsite observation of early development, and a community program. As of January 2023, we are located in our renovated, state-of-the-art classroom and research center on the ground floor of Milbank Hall. Since the beginning, the Center has functioned as an integral part of the Psychology Department at Barnard College, providing not only an initial group social experience for toddlers, but a unique learning experience for Barnard and Columbia College students, as well as a research site for developmental researchers. Barnard Psychology courses use the center for students to observe toddler behavior and learn about research methods. An upper-level 8-credit seminar provides a year-long opportunity for students to be part of the program while studying theory and research and conducting research in early development. Second-year opportunities are available for students who complete the year-long course.

Each year the Center enrolls toddlers for the academic year (mid-September through June). Classes are structured by age and gender, and include children from diverse backgrounds, including family configuration. Morning and afternoon classes are available and meet once or twice a week. Parents and caregivers can participate in an educational group focused on the developmental issues of the toddler years and on related parenting and caregiving issues.

The approach of the Center is based upon the philosophy that children learn by doing: it highlights the importance of experience, exploration, and active participation with the environment. Emotional development is the core to building security and trust at these ages, and children's discoveries promote mastery and feelings of competence. The Center provides a warm environment to support each child's needs, encourage self-discovery, and facilitate separation.

Requirements for the Liberal Arts Degree

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, candidates for the Barnard degree must complete:

- general education courses (the [Foundations curriculum](#)):
 - 2 First-Year Foundations courses (First-Year Writing and First-Year Seminar)
 - a physical education course
 - Distributional Requirements
 - Modes of Thinking
- a major with all of its requirements
- open electives
- an overall GPA of 2.0 or higher.

Students entering as first years must complete 122 points (120 points for students entering before Fall 2003). Reflecting the College's view that physical well-being is an essential part of a healthy and productive life, they must also fulfill a physical education requirement. (Of the 122 required points, one must be for PE. Transfer students who enter with at least 24 points of credit must earn 121 points, of which one is for PE.)

Students who entered Barnard prior to fall 2016 under the Nine Ways of Knowing general education curriculum should consult the [archived catalogue](#) for the year they matriculated at the College.

Starting in fall 2025, students entering Barnard as first-years will be expected to enroll exclusively in Barnard classes during their first year, and will complete all Modes of Thinking courses at Barnard. Courses taken at Columbia University or at other colleges or universities (e.g. courses taken while studying abroad or off-campus, during summer sessions, or while on approved leave of absence) cannot be applied towards the Modes of Thinking requirements.

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 their strengths 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 select 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 courses across the academic disciplines.

Barnard also encourages students to take full advantage of the global 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; and 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 interdisciplinary field of study. Many of Barnard's majors also require students to take courses 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 towards the major 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 must officially declare their chosen major(s) with the Office of the Registrar and with the major department or program, normally in the second term of their sophomore year. The major(s) may be chosen from any listed in the [Barnard Catalogue](#).

A student may major in two fields (“double major”) by satisfying all the major requirements prescribed by each department, with no overlapping courses. A student may also opt to double major with one integrating senior project after consultation with the two departments.

Other than the senior project, the student must complete the standard requirements for each major, with no overlapping courses.

A “special” or “special combined” major is developed by a student when they feel that their goals or interests cannot be satisfied within an established departmental major. “Special” majors comprise courses from throughout the College and University curricula and should include at least 12 courses. A faculty member will advise the student for the special major. “Special combined” majors integrate in-depth coursework in two established academic departments and should include at least 7 courses from each department. A faculty member from each department will advise the student throughout their study. The selected courses for the “special” or “special combined” major must demonstrate breadth (adequate coverage within a field), depth (sufficiently advanced coverage), and coherence (evidence of the intellectual integrity of the major). A special or special combined major requires the approval of the Committee on Programs and Academic Standing.

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. A minimum of 102 points of traditional liberal arts coursework is required for most Barnard majors. For the student who majors in a studio or performance-based field, 90 points of traditional liberal arts coursework is required.

No more than 18 points of studio, performing arts, or professional school courses may be credited toward the B.A. degree. Within this category, the following limits exist by discipline:

- A maximum of four arts studio courses
- A maximum of six courses in instrumental instruction (except for Music majors and minors, who may receive credit for eight, including piano instruction)
- A maximum of six studio courses in Theatre (except for Theatre majors who may receive credit for 24 points of studio)
- A maximum of twelve courses (12 credits) in dance technique (except for Dance majors who may receive credit for 24 points of dance). If a student is applying 1 or 2 credits of dance technique

classes towards the P.E. requirement, they can take a maximum of 12 credits in dance technique in addition to the credits used for P.E.

- A maximum of two professional school courses (e.g., business school, journalism school, etc.)

Exceptions to this rule are allowed only for courses in the major field or for courses taken in fulfillment of requirements for dual- 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.

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 who has declared a major after completing 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 taken for a letter grade and the student must receive at least a C–.

Foundations

Barnard's curriculum, *Foundations*, applies to students entering in or after Fall 2016.¹

With Foundations, students explore disciplines across the arts and sciences and master different Modes of Thinking. Students must satisfy the course requirements as listed below.

Some courses are approved to satisfy multiple general education requirements. Students may use such courses to satisfy up to two requirements in separate categories (the categories being Distributional Requirements, Modes of Thinking, and Major or Minor requirements).

All courses satisfying the General Education Requirements must be at least 3-point courses. Independent studies are not eligible. AP exams, IB diplomas, and National Exam Credit are not eligible.

Starting in fall 2025, students entering Barnard as first-years will be expected to enroll exclusively in Barnard classes during their first year, and will complete all Modes of Thinking requirements at Barnard. Courses taken at Columbia University or at other colleges or universities (e.g., courses taken while studying abroad or off-campus, during summer sessions, or while on approved leave of absence) cannot satisfy the Modes of Thinking.

I. First-Year Experience

- First-Year Writing
- First-Year Seminar

II. Physical Education (1 Course)

III. Distributional Requirements

A. ARTS & HUMANITIES

Requirement: Two courses that explore modes of cultural and artistic expression.

Aim: This requirement engages students in the diversity of experience, crossing periods and geographies through analysis of the processes and products of cultures and through the creation of students' own scholarship and creative work. Students will explore the wide array of ways that people respond to the historical and social contexts in which they live, create meaning, and express ideas and values. In turn, students learn to apply that knowledge and engage in the conversations of the present day.

Courses for the Arts & Humanities requirement will engage students in activities that may include the following learning outcomes:

Recognize and analyze how meaning, ideas and values are generated and expressed through forms of cultural production such as architecture, art,

dance, film, music, performance, theatre, and spoken and written texts.

Examine, compare, and question different perspectives in a variety of historical, social and linguistic contexts;

Produce texts and other forms that communicate and reflect on the human experience and the world in which we live; and

Engage in the creation, execution or performance, criticism, theorization, and historicization of forms of cultural production.

B. SOCIAL SCIENCES

Requirement: Two courses that prepare students to analyze societies and social structures critically and constructively through theoretical and empirical inquiry.

Aim: Over the past months, social movements have captured the nation's attention: from protests against immigration enforcement to Zohran Mamdani's campaign for mayor of New York City. From the Haitian and American Revolutions to the campaign for an eight-hour day, the Civil Rights movement, indigenous demands for land back, and Black Lives Matter course will explore the long history of movements for economic and social justice across North America.

Questions that we will explore together include: how have different groups demanded economic justice over the past two hundred years? What lineages and breaks can we trace in these efforts? What divisions emerged among and within various movements over time? How did groups debate and disagree over the concept of "socialism" and what their ideal visions of liberated society would be? What role have race and gender played as dividing lines and as sites of new liberatory forms of struggle?

The social sciences investigate and explain the form and function of human collectives and their related social and cultural structures and institutions, including their informal and formal operations and effects. The social sciences are especially concerned with how these collectives, structures, and institutions both vary across time and place and follow patterns, how they are shaped by individual and group behaviors, and how power is distributed across different groups. Students will study individuals, groups, institutions, and their relations. They will learn strategies to make sense of quantitative and qualitative data such as causal reasoning, hypothesis testing, and critical analyses of the meanings and measures of empirical categories.

Courses for the Social Sciences requirement will engage students in activities that may include the following **learning outcomes**:

Apply methods of social science research such as ethnography, interviewing, analysis of material culture, and statistical and comparative historical analysis, to the study of human behavior and social institutions in a variety of settings and contexts;

Analyze the social forces that shape opportunity and power in various social contexts and the interplay between individual action and collective social life; # Evaluate and use evidence to reason critically and argue creatively about social science theories and phenomena of the social world; and

Interpret how scholarship in the disciplines has approached social problems or influenced organized efforts to ameliorate social problems.

C. SCIENCES

Requirements:

1) One approved science lecture + lab combination.

2) One additional approved 3-point science lecture or lab or an additional approved science lecture + lab combination.

Aims: Courses in the sciences address natural phenomena and applied technologies, and the mechanisms that mediate them, across a vast range of scales and applications. Students will gain a working

knowledge and appreciation for current theories and methods as well as active areas of research. Courses meeting the science lecture requirement may also explore the role that science and scientists play in shaping society. Students and instructors in science laboratory courses come together in person at a common location for a minimum of one 2 h 45 min. session per week. Student activities in laboratory courses will include: experimental design to test hypotheses; use of appropriate techniques to conduct experiments or make observations; data collection; analysis, interpretation and communication of performed work and results; evaluation of hypotheses based on conclusions.

Courses for the Science requirement will engage students in activities that may include the following **learning outcomes**:

- # Describe and apply scientific paradigms and approaches;
- # Evaluate experimental evidence and analyze the interplay of observations and data;
- # Apply knowledge and problem-solving skills to develop hypotheses, test predictions, and model natural phenomena; and
- # Analyze evidence to refine and develop hypotheses.

D. LANGUAGES

Requirement: Two courses in the same language other than English to allow students to explore a new language or deepen their skills in a language they have already studied or used.

Aim: The world is inherently multilingual and multicultural. The study and use of multiple languages during their college experience exposes students to a greater diversity of perspectives. Gaining competence in another language broadens and deepens understandings of historical, cultural, and political topics while enabling participation in personal, public, educational and professional settings. For many students language instruction is also an essential component of preparation for a meaningful study abroad experience, and for every student it informs life at the College and the surrounding communities. Few of the languages taught at Barnard and Columbia could truly be considered foreign in New York City (where, in addition to English, more than two hundred different languages are spoken), and the city's diversity itself becomes part of the language curriculum. Language study also leads students to become better researchers and more informed members of the global community.

Courses for the Language requirement will engage students in activities that may include the following **learning outcomes**:

- # Understand the structural components (grammar, syntax, lexicon) that comprise a language;
- # Engage in acts of communication taking into account a variety of contextual factors that shape how a language is used and understood;
- # Analyze historical, cultural, and political production; and
- # Create texts or other artistic works.

IV. Modes of Thinking: Learning Outcome Guidelines

Courses fulfilling these requirements will incorporate at least one of the following as indicated on the syllabus:

1. A dominant and unifying theme in the course that corresponds to the aim of the Mode of Thinking and at least one of the learning outcomes. That theme should be addressed in at least 30% of the course sessions through the readings, topics and/or activities within class sessions.

2. A significant portion of assignments, projects, or exams demonstrating achievement of one of the learning outcomes for the Mode of Thinking. That portion should be required for all students and should account for at least 30% of the overall grade.

Thinking Locally—New York City

Requirement: One course that asks students to examine the community and environment in which they find themselves as residents of New York City.

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 architecture of the Gilded Age to contemporary urban planning.

Learning Outcomes:

- **Examine** specific cultural, social, political, or economic institutions that have shaped the city over time
- **Analyze** 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 within a global perspective.

Aim: This requirement asks students to engage with topics that consider the dynamic global relationships among people, ideas, artifacts, or physical phenomena. The subjects or objects of inquiry may 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. It complements the Thinking Locally—New York City mode in highlighting the ways in which global engagement involves a consideration of the local as well as the global.

Learning Outcomes:

- # **Examine** the ways in which cultural, social, political, or economic phenomena may have impacts that transcend national and regional boundaries
- # **Articulate** the distinctions among “local,” “international,” and “global” in the context of one or more systems—e.g., economic, judicial, literary, philosophical, political, and scientific
- # **Interpret** cultural assumptions and value systems displayed in materials from various cultures

Analyze instances of global, transnational, multicultural, or multilingual exchanges or dynamics

Apply multilingual skills to analyze how cultures are constructed and interact with one another

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, disability, nationality, or religion and their intersections within contemporary and historical experiences.

Learning Outcomes:

- **Articulate or illustrate** the various ways that groups understand themselves to be different and how they mobilize difference in the pursuit of a range of ends.
- **Analyze** the intersectional nature of differences in cultural, social, national, and/or international contexts
- **Critique** the modes through which such differences are expressed
- **Explain** 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 events and societies of the past, to learn theories and methods of historical analysis, and to discover how different understandings of history shape our conceptions 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. By fulfilling this requirement, students will have a better understanding of the ways in which human experience is shaped by both time and place.

Learning Outcomes:

Describe historically specific cultural, social, political, or economic structures, and the dominant actors and ideas relevant to the period, region, or theme of the course

Explain 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

Analyze literature, art, or other cultural forms in a historical context

Thinking Quantitatively & Empirically

Requirement: One course that exposes students to empirical and mathematical analysis and tools for 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.

Learning Outcomes:

Use at least one method of quantitative or deductive reasoning for problem-solving

Evaluate and/or apply quantitative or empirical conceptual tools and procedures for a purpose or function

Create a project involving organizing, analyzing, and visualizing data

Thinking Technologically & 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 use, produce and/or critically analyze advanced technologies through 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 an ethical, critical, and creative manner.

Learning 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 and technological resources

Use digital tools critically and creatively to gather, access, evaluate, and synthesize relevant materials

- # **Complete** a project that demonstrates an understanding of technology concepts, systems, or operations

1. Students who entered prior to Fall 2016 under the *Nine Ways of Knowing* curriculum should consult the [archived online catalogue](#) for the year they matriculated at the College.

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 Writing and First-Year Seminar. A student admitted with 24 credits or more is considered a transfer student.

To receive the B.A. degree at Barnard, a transfer student must be enrolled at Barnard (Morningside Heights, or at Reid Hall in Paris, Columbia in London, Columbia in Kenya, Berlin Consortium for German Studies, or Kyoto Consortium for Japanese Studies) for at least four full-time regular academic terms during which they 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 Latin honors when the Barnard grade point average meets the required academic standards.

Transfer students entering with 24 or more points must complete 121 points for the Barnard degree, one point of which is for PE.

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](#). Students are asked to submit course descriptions with their requests for transfer credit to the Admissions Office. Credit is not granted for courses with grades lower than C minus.

Credit for approved work at another institution is applied to Barnard's graduation requirement with a maximum of 61 total credits (60 academic credits plus 1 credit for Physical Education) and a maximum of 16 points per term. The 61-credit maximum applies to a student's entire academic record at Barnard, including any credit from AP, IB or other select national examinations and diplomas; any credits transferred in from prior to Barnard; and any credits from study abroad, study leave, or non-Barnard summer courses taken while at Barnard..

Grades for coursework transferred from other institutions are not included in a student's Barnard's GPA and do not appear on the Barnard transcript.

Acceptable transfer work does not usually include applied or professional courses. Specific course and credit maximums may apply to studio coursework (whether transfer or institutional) as outlined [here](#).

Students may not earn transfer credit for online classes taken at other colleges or universities after matriculating at Barnard. This includes credit taken in approved study abroad or exchange programs; credit taken while on leave of absence from the College; and credit taken during summer or winter sessions

For online classes taken prior to a student's matriculation at Barnard, the following policies apply:

Online classes taken in spring 2020 and subsequent semesters will be considered for transfer credit, subject to the applicable policies/approvals.

In addition to the general requirements that apply to all transfer credit, online courses must also meet the following criteria to be considered for transfer credit:

- Online courses must be offered by a regionally accredited college or university, and must be applicable to an undergraduate degree at that school. For that reason, MOOCs and other non-credit or credit-optional courses (e.g., edX, Coursera, Udacity, etc.) are not eligible for transfer credit.
- Online courses must be offered during a defined term/session, with a definite beginning and end date, and may not be self-paced or entirely asynchronous.
- Online courses must have structured progression through course material.

- Online courses must include significant student-faculty and student-student interaction, in addition to assignments and feedback.

Only 1 point from PE will be used toward the 121 points required for the degree. Students will not receive credit for any additional PE classes.

Once a student has received 1 point for PE, they may receive credit for additional dance technique courses, but they may not receive credit for any further PE courses. (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. There is a 16-credit maximum for summer coursework, including summer courses taken both prior to and during a student's matriculation at Barnard. Courses taken online during summer terms are generally not transferable.

Other Academic Opportunities

The Writing Center

In addition to their work in specific courses across the curriculum, Writing Fellows staff the [Erica Mann Jong '63 Writing Center](#) (second floor Barnard Hall). Any Barnard student is welcome to meet with a Fellow to work on a particular writing project or to discuss some broader aspect of their writing (e.g., articulating, organizing, and structuring ideas; analyzing evidence and connecting it to a claim; or reviewing concepts of grammar). Students can work 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 graduate school, etc. with Fellows.

Working for the Writing Fellows Program

The [Writing Fellows Program](#) offers Barnard students with strong writing, reading, listening and communication skills an opportunity to become Writing Fellows to work with their peers on their writing.

Students may apply to become Fellows during the spring of their first year or sophomore year. Juniors and seniors may not apply, as Fellows are required to work for at least three semesters at the Writing Center, excluding summers. During their first semester in the program, students take a training course about the pedagogy of writing ([ENGL BC3101 THE WRITER'S PROCESS](#)), in the autumn term of their sophomore or junior year. Writing Fellows work in different settings (e.g., the Writing Center, writing-intensive courses across the curriculum, and workshops) with Barnard undergraduates at all levels and in all disciplines. Writing Fellows work an hourly wage (currently \$18/hr) and are asked to make a commitment of at least three semesters to the Program.

Science Writing Fellows

[Science Fellows](#) are Writing Fellows focused on supporting students in communicating science at Barnard and beyond. Like Writing Fellows, Science Fellows take the Writer's Process course, then apply Writing Fellow pedagogy to the more discipline-specific conventions of undergraduate science writing. In addition to supporting courses and working in the Writing Center, Science Fellows collaborate with campus groups including Beyond Barnard, Summer Research Institute, and Summer programs. . The Science Fellows initiative was created with the intent of providing a resource for science students that helps them build critical thinking and communication skills.

Writing-Intensive Courses Across the Disciplines

Students in these courses undertake at least three 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 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.

The Speaking Center

Barnard Speaking Fellows are trained peer-to-peer educators who collaborate with students on building skills for speech communication. In addition to working with courses across the discipline, Speaking Fellows staff [Barnard's Speaking Center](#) (second floor Barnard Hall). Any Barnard student is welcome to confer about a class presentation, job interview, or some broader aspect of speaking in public (e.g., how to articulate, organize, and structure thoughts for a presentation; how to participate in class discussions; and how to practice active listening). Students meet with Speaking Fellows to practice presenting their senior thesis, build confidence in leading or participating in seminar discussions, meeting with professors during office hours, articulating scientific research etc.

Speaking Fellows Program

Students with exceptional public speaking skills and an interest in helping their peers articulate their thoughts may apply for the Speaking Fellows Program during their first year or sophomore year. After being admitted into the program, students must complete a seminar and practicum in the theory and teaching of public speaking ([ENGL BC3123 Rhetorical Choices: The Theory and Practice of Public Speaking](#)) in the autumn term of their sophomore or junior year. As part of working with courses across the discipline, Speaking Fellows work with students on the fundamentals of public speaking, presentation-giving, negotiating, and other skills required for course assignments. They meet with Barnard students for individualized and group workshops, as well as offering workshops on the art of listening, storytelling, combating speech anxiety and more. The program approaches public speaking as a critical leadership ability and focuses on helping students use rhetorical skills to impact the world around them. Speaking Fellows receive a stipend and are asked to make a commitment of three semesters to the Program.

Opportunity Programs

Barnard's Opportunity Programs—HEOP and CSTEP—are New York State-funded initiatives designed to support academically talented students from underrepresented and low-income backgrounds who are New York State residents. These programs provide holistic support to help students thrive at a highly selective institution, addressing academic, financial, emotional, and social needs through comprehensive advising and programming.

As part of Barnard's mission, Opportunity Program scholars benefit from an empowering environment to elevate women's voices, scholarship, and professional pathways within a women's college deeply committed to advancing women's education and leadership.

Arthur O. Eve Higher Education Opportunity Program (HEOP)

Established in partnership with the New York State Education Department, HEOP supports high-achieving students from economically disadvantaged backgrounds. Since 1970, Barnard's HEOP Scholars Program has offered robust resources to ensure student success in college and beyond.

Support during the Academic Year:

- Personalized academic, financial, pre-professional, and personal advising
- Free tutoring and study-skills workshops
- Peer mentoring and a strong HEOP community
- Access to a Lending Library (laptops, iPads, textbooks, and more)
- Book vouchers for academic materials
- Graduate school exam prep and fee assistance

HEOP Summer Academic Program:

Before their first year, HEOP Scholars attend a required four-week residential summer program: two weeks of academic coursework in math, science, and the humanities, followed by two weeks of orientation. This program offers early exposure to Barnard's resources and helps students build community and confidence before the semester begins.

Collegiate Science and Technology Entry Program (CSTEP)

CSTEP is a statewide initiative aimed at increasing the representation of underrepresented students in STEM, health, and licensed professions. Barnard's CSTEP Scholars receive targeted support to foster academic excellence and career readiness in these fields.

During the Academic Year

- Academic, financial, pre-professional, and personal advising
- Free tutoring and study-skills workshops
- Peer mentoring
- Access to a Lending Library (laptops, iPads, textbooks, and more)
- Book vouchers for academic materials
- Paid internships and summer research opportunities
- Sponsorship to attend academic and professional conferences
- Graduate school exam prep and fee assistance

CSTEP Academic Summer Program

CSTEP Scholars also participate in a required four-week summer program before their first semester: two weeks of introductory-level coursework in STEM and humanities, followed by two weeks of orientation. The program builds academic foundations and eases the transition to college life.

Together, HEOP and CSTEP reflect Barnard's commitment to educational equity, offering students a community of support and the tools they need to succeed—from their first summer on campus through graduation. These programs also further Barnard's mission as a women's college, empowering a new generation of women to lead in every field.

First-Generation Student Initiatives

The Director for First-Generation Student Initiatives in the Dean of the College area works to support all students who identify as first-generation or low-income (FLI), whether they are part of the Opportunity Programs or not. This position exists to help students advocate for their individual needs, as well as to create systemic changes at the College. The Director for First-Generation Student Initiatives provides specialized advising and support to all students who identify with the FLI college experience. Barnard College seeks to empower and enrich the experience of FLI students both inside and outside of the classroom as they navigate Barnard.

Study Abroad

All students are encouraged to study abroad as an essential part of their Barnard education. Barnard offers exchanges and programs in over 40 countries around the world. Visit the [Study Abroad program portal](#) for a list of all approved programs. Students who wish to participate in a semester study abroad program that is not on the approved list must submit a [petition application](#) by the deadline in order to receive approval. Courses taken at institutions abroad other than Columbia-led programs are treated as transfer credit.

Semester and academic year study abroad requires advanced planning. Students are encouraged to attend a Study Abroad Workshop early in their college career and meet with Barnard Global staff to discuss individual advising needs. All Barnard students who plan to study abroad for a semester or the academic year must submit the Preliminary Barnard application during the academic year before they plan to study abroad. The Preliminary Barnard Application deadlines are as follows:

Oxford programs: early December

Fall semester and Academic Year programs: February 15th

Spring semester programs: March 15th

Summer programs: April 15th

Approval by the student's Class Dean, major or pre-major advisor, Financial aid officer (if applicable), and the Barnard Global office is required. Students are required to submit each course taken abroad for review and approval via the Study Abroad Course Approval form in Slate. Students can ask that courses be reviewed to count towards major/minor requirements, general education requirements, or as general elective credit. Please note that courses taken abroad are not guaranteed to transfer and must be reviewed and approved by the Registrar and, in the case of major or minor credit, by the relevant academic department. While abroad, students must be enrolled in the equivalent of at least 12 Barnard credits per semester. An official transcript from the program or university must be sent to the Barnard Registrar in order to complete the credit transfer process. Study abroad grades do not appear on the Barnard transcript and are not factored into the overall GPA, although departments may count courses taken towards the major when calculating the major GPA. Coursework

abroad must be taken for a grade and may not be taken Pass/Fail. The equivalent of a grade of C- or better must be received in order for a course to be eligible to transfer. More information on study abroad credit transfer policies is available in the [Academics](#) section of the Barnard Global website.

Students pay Barnard tuition, a study abroad assistance fee, 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 host institution at their own rate.

In order to study abroad for the semester or academic year, Barnard students should meet the following criteria as set by the faculty:

- Have no outstanding incompletes or deferred exams.
- Be in good academic and disciplinary standing.
- Have worked out, in consultation with the major advisor and Class Dean, a plan for the completion of all major and general education requirements for graduation.
- Have at least two semesters of college work completed.
- Not be applying to study in the final semester at Barnard.
- Transfer students and students returning from a Leave of Absence must spend a semester at Barnard before going abroad.

Barnard recommends that all students planning to study in a non-anglophone country take courses in the host country language before going abroad. The College also recognizes that there is a wide variety of academic motivations to study abroad beyond language study. Students should consult the eligibility requirements for individual programs as listed under [approved programs](#).

Several short-term faculty-led study abroad opportunities are also offered during the academic year as well as the summer. Students must complete an application and be accepted in order to be enrolled in the corresponding course. Courses and credit for faculty-led programs will appear as regular Barnard credit and courses.

Students who participate in other summer study abroad programs (including Columbia University) must complete the Summer Clearance form and the [summer course approval process](#) through the Barnard Registrar's Office in order to receive credit. Courses taken while on non-Barnard summer study abroad programs are treated as transfer credit.

Students must adhere to their program's code of conduct as well as to Barnard's Student Code of Conduct while abroad.

The Spelman College Exchange Program

Barnard offers students the opportunity to participate in a semester-long domestic exchange program with Spelman College, the historically Black women's college in Atlanta, Georgia. Barnard students studying at Spelman pay Spelman's rates for tuition, fees, room, and board at Barnard. Students interested in a visiting experience at Spelman should speak to the Junior Class Dean.

Joint Degree Programs & Cross-Registration Opportunities

Study at Jewish Theological Seminary

The Jewish Theological Seminary of America (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 one of two options:

- individual courses;
- a double-degree program.

In both cases, courses taken at the Jewish Theological Seminary are evaluated as transfer credit, and are subject to the College's policies on transfer credit limits and requirements. Like other types of transfer credit, grades from JTS courses are not factored into the Barnard GPA and do not count towards College honors such as dean's list and Latin honors at the point of graduation.

For students not enrolled in the double-degree program: Individual JTS courses available to non-Double-Degree Barnard students can be found on the Barnard Jewish Studies website. A student wishing to take a JTS course should consult their adviser and submit a request through Slate using the Course Registration Approval Form for JTS. Upon request and evaluation, some JTS courses may be approved to satisfy major, minor or general education requirements.

Students may be approved to enroll in a maximum of two JTS courses during their time at Barnard. Students enrolling at Barnard as first-years are eligible to request enrollment in JTS courses beginning in their sophomore year. JTS courses taken under this opportunity do not count towards the full-time enrollment requirement, and will not count towards financial aid eligibility. Students who are approved to take individual courses at JTS are not charged additional tuition for these courses.

For students who are interested in the double-degree option: 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 deans in the Deans' Office for Advising and Support 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 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. Barnard students 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 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. Students should obtain an application from the Office of the Registrar, obtain course approval from the Dean for Academic Planning and Class Advising, 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.

Accelerated 4 + 1 Pathways and Combined Programs

4 + 1 programs combine an undergraduate liberal arts education at Barnard with a master's degree at one of the world's preeminent research institutions. 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 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 the Master of Public Administration (M.P.A.) after one additional year. Detailed information is available on Beyond Barnard's Accelerated 4 + 1 Pathways webpage.

Interested students should consult with Beyond Barnard as early as the sophomore year.

Qualified students 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 receiving the A.B. degree from Barnard. A Barnard student's eligibility for the joint programs is governed by the following conditions:

1. A record of strong academic performance.
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 year students 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.

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

E - Engineering

UN - Undergraduate Students

W - Computer Science

GU - Undergraduate and Graduate Students

GR - Graduate School of Arts and Sciences

GS - School of General Studies

PS - School of Professional Studies

AF - School of the Arts (Film)

AR - School of the Arts (General)

AS - School of the Arts (Sound Arts)

AT - School of the Arts (Theatre)

AW - School of the Arts (Writing)

AV - School of the Arts (Visual Arts)

S - Summer Session

OC - Columbia Global Programs

The level of the course is generally as follows:

1000-3999 Undergraduate

4000-4999 Advanced undergraduate and first-year graduate

5000-8999 Graduate, normally not open to undergraduates

Africana Studies

Department website: africana.barnard.edu

221 Barnard Hall

212-854-6146

Department Manager: Michelle Rowland

Administrative Assistant: Symone Biggerstaff

The Field of Africana Studies

As a field of study, Africana Studies analyzes the history, cultures, modes of political thought and social movements engendered by the freedom struggles of black people. It engages as well the unfinished work of achieving fully enfranchised forms of citizenship and the many forms of expressive culture African diasporic communities have created and inspired as articulations of their histories, experiences, and struggles. In so doing, Africana Studies trains students in the analytical tools necessary for rigorous and culturally sensitive analyses of racial formation both historically and in contemporary societies.

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; design, execute and present an original research project.

The Africana Studies Major

The Africana Studies major offers an interdisciplinary, comparative approach to the study of the history, politics, cultures, literatures, and experiences of peoples in Africa and the African Diaspora. Through this course of study, students come to see the centrality of Africa and the black Diaspora in the modern world and develop a critical understanding of the political, social and ideological forces that shape their place in the world. Our introductory courses encourage students to understand the world from multidisciplinary and transnational perspectives, to critically engage with primary and secondary materials, to develop key geographical knowledge and to engage in comparative analysis. In consultation with their Africana advisor, majors determine a course of study that draws from a range of disciplinary and/or theoretical perspectives. This coursework includes a required colloquium which grounds students in key theories and methodologies of the black Diaspora, a Harlem course that asks students to think about our historic location in relation to the larger Diaspora and a senior seminar that requires students to conduct groundbreaking research.

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.

This department is supervised by the Africana Studies Committee:

Chair: Monica L. Miller (Ann Whitney Olin Professor of English and Africana Studies)

Core Faculty: Yvette Christiansë (Claire Tow Professor of Africana Studies and English Literature); Kim F. Hall, (Lucyle Hook Professor of English and Professor of Africana Studies); Celia E. Naylor (Professor of Africana Studies); Colin W. Leach (Professor of Psychology and Africana Studies); Tamara Walker (Tow Associate Professor of Africana Studies)

Secondary Faculty: Abosede George (Tow Associate Professor of History and Africana Studies); Maja Horn (Professor of Spanish and Latin American Cultures)

Affiliated Faculty: Severine Autesserre (Professor of Political Science); Brian Larkin (Professor of Anthropology); Mignon Moore (Professor of Sociology)

Requirements for the Major

I. The Africana major consists of ten courses (**a minimum of 38 credits**) to be distributed as follows:

I: Introductory Courses

Each student will take 2 (of the 3) introductory Africana Studies courses. We strongly suggest students take Introduction to African Studies (AFRS 2004) AND either Caribbean Cultures and Societies (AFRS 2005) OR Introduction to the African Diaspora (AFRS 2006)

AFRS BC2004	INTRODUCTN TO AFRICAN STUDIES	3
AFRS BC2005	CARIBBEAN CULTURE # SOCIETIES	3
AFRS BC2006	INTRODUCTION AFRICAN DIASPORA	3

II. Language

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.

III. Harlem

Each student will take a course on Harlem, chosen in consultation with her advisor, from among the offerings at Barnard or Columbia.

IV. Electives

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.

V. One Semester Colloquium in Africana Studies

AFRS BC3110	THE AFRICANA COLLOQUIUM	4

VI. Senior Seminar

Students will complete a one-semester program of interdisciplinary research in preparation of a senior essay.

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: Two of the introduction courses below.

AFRS BC2004	INTRODUCTN TO AFRICAN STUDIES
AFRS BC2005	CARIBBEAN CULTURE # SOCIETIES
AFRS BC2006	INTRODUCTION AFRICAN DIASPORA

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.

AFRS BC2004 INTRODUCTN TO AFRICAN STUDIES. 3.00 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

Fall 2025: AFRS BC2004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 2004	001/00113	M W 11:40am - 12:55pm 223 Milbank Hall	Abosede George	3.00	10/40

AFRS BC2005 CARIBBEAN CULTURE # SOCIETIES. 3.00 points.

This course offers a chronological study of the Anglophone, Hispanophone, and Francophone insular Caribbean through the eyes of some of the region's most important writers and thinkers. We will focus on issues that key Caribbean intellectuals—including two Nobel prize-winning authors—consider particularly enduring and relevant in Caribbean cultures and societies. Among these are, for example, colonization, slavery, national and postcolonial identity, race, class, popular culture, gender, sexuality, tourism and migration. This course will also serve as an introduction to some of the exciting work on the Caribbean by professors at Barnard College and Columbia University (faculty spotlights)

Spring 2025: AFRS BC2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 2005	001/00034	T Th 10:10am - 11:25am 302 Milbank Hall	Maja Horn	3.00	18/25

AFRS BC2006 INTRODUCTION AFRICAN DIASPORA. 3.00 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

Spring 2025: AFRS BC2006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 2006	001/00486	T Th 1:10pm - 2:25pm 223 Milbank Hall	Tamara Walker	3.00	23/25

AFRS BC2010 Colonialism in Africa. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: None

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 BC2115 BLACK FEMINIST PORTAL: TRANSFORMATIVE TEXTS. 4.00 points.

In the Spring of 2021, Black Feminist Portal will invite students engage a multi-generational literary and activist archive of survival and change. Using the emerging technology of the digital oracle, the course empowers students to engage the complexity of their own lives in this moment of historic change supported by the writing of Black women writers whose work is central to the formation of Black feminist theory, practice and possibility. Topics considered include: how the personal and the political shape each other, community accountability and responses to violence, and race and educational institutional change. There is also ample space in the course for students to focus on the transformations currently occurring in their own lives. This course will take place through a combination of asynchronous resources and live meetings via video conference and is made possible by a partnership with Black Feminist Film School which allows for the creation of in-depth materials that students can engage on their own time

AFRS BC2510 Food, Ethnicity & Globalization. 3 points.

BC: Fulfillment of General Education Requirement: Ethics and Values.

Not offered during 2024-2025 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 c21. Although 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-flag democracy cultures have taken up the question of gender and sexualities. We will explore debates on the representation and realities of lesbian and transgendered experiences, the meaning of race-based identity-politics within "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 BC3002 HARLEM MOVEMENT LEGACIES. 4.00 points.

Harlem Movement Legacies is intended for you to explore the geography and culture of Harlem, New York City through movement. This course embodies the Akan principle of sankofa, looking back to move forward: We will explore the cultural roots of movement styles we engage with, come to understand their influence within the community, and their importance to the lives of their participants and viewers, all while looking toward the futures of these movement traditions. Students will engage with a mixture of concert, popular, and vernacular dance forms, exploring venues for dance practice and performance from The Apollo to the street. The topics covered during the semester are not intended to be exhaustive or reflect a chronological ordering, but rather a survey of the breadth of movement practices in Harlem. Students will have the opportunity to witness, embody, critically discuss and write about dance forms that have emerged and thrive Uptown. Most importantly, the work students produce by the semester's end will contribute to critical archival documentation of Harlem's movement culture bearers. Experiential learning will take place through lectures, films, site visits, and attending classes, performances, or rehearsals. During the semester, you will be asked to apply critical thinking, reading, and writing skills to Dance-related texts and choreography. By the end of the semester, you should be able to understand and interpret the language and form of movement work in the context of time and place. The big questions we will tackle during this course include: How do we see, write about and talk about dance? What is legacy? What are the dance and movement traditions in Harlem? What are the artistic impulses, pertinent issues, communities and contexts that bring this work to life? How are Harlem movement legacies honored and sustained? What is the future of these traditions? Dance itself is the primary source material for this course, and we will learn to read it closely as we ask these questions. The major assignments for this course will ask students to capture and interpret Harlem's movement legacies through movement, oral storytelling, and writing

AFRS BC3020 Harlem Crossroads. 3 points.

Not offered during 2024-2025 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 BC3021 Queer Caribbean Critique. 4.00 points.

This seminar analyzes the different critical approaches to studying same-sex desire in the Caribbean region. The region's long history of indigenous genocide, colonialism, imperialism, and neo-liberalism, have made questions about "indigenous" and properly "local" forms of sexuality more complicated than in many other regions. In response, critics have worked to recover and account for local forms of same-sex sexuality and articulated their differences in critical and theoretical terms outside the language of "coming out" and LGBT identity politics. On the other hand, critics have emphasized how outside forces of colonialism, imperialism, and the globalization of LGBT politics have impacted and reshaped Caribbean same-sex desires and subjectivities. This course studies these various critical tendencies in the different contexts of the Anglophone, Francophone, Hispanophone, and Dutch Caribbean

Fall 2025: AFRS BC3021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3021	001/00115	T 10:10am - 12:00pm 318 Milbank Hall	Maja Horn	4.00	8/16

AFRS BC3055 Slave Resistance in the United States from the Colonial Era to the Civil War. 3 points.

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Ethics and Values.

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 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.

Not offered during 2024-2025 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 THE AFRICANA COLLOQUIUM. 4.00 points.

The Africana Studies Department offers special topics courses every year as colloquia. These colloquia provide opportunities for students to explore areas of particular interest within African Diasporic Studies in a seminar environment. Students earn 4 credits for these courses. There are multiple colloquia offered by the department every year. Some of the topics for these colloquia have included Critical Race Theory, Indian Ocean Diaspora, The New Black, Caribbean Women, and Black Shakespeare. As the topics change, students should check with the Chair of the Africana Studies Department if they have any questions about the topics for a particular academic year

Fall 2025: AFRS BC3110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3110	001/00165	W 4:10pm - 6:00pm 308 Diana Center	Celia Naylor	4.00	2/15

AFRS BC3120 History of African-American Music. 3 points.

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

AFRS BC3125 Diasporic Women at Work. 4 points.

This course is an exploration of different ways of conceptualizing the relationships between gender and labor over time, including critiques linking gendered labor to race and class. Grounded primarily in ethnography and political economy, we will look at some of the changes and continuities in the relationship between gender and forms of labor ranging from women in factories to affective labor/caring work in the African Diaspora, particularly the Caribbean and Latin America.

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 BC3144 Black Theater. 4 points.

Theatre is always reflecting, constructing, and resisting notions of community. In this course we will explore the way in which Black Theatre, in particular African-American theatre, has served as an intervening agent in racial, cultural, and national identity by examining the relationship between Black theatre development and the historical circumstances surrounding that development. In 1998, at a Theatre Communications Conference in Princeton New Jersey, August Wilson—one of the premier playwrights of the century as well as one of the most prolific African-American playwrights in American history—demanded a theatre for and by black Americans, "art that feeds the spirit and celebrates the life of black America." His statement raised considerable questions and inspired heated debates that crossed both racial and cultural boundaries. In this course one of the questions we will explore is taken from August Wilson: Can we define American Black culture through plays written by Black playwrights (in particular African-American playwrights)? Within the category of Black/African-American theatre, how does gender, culture, geography and class fit it?

AFRS BC3145 Black Women's Histories in the United States. 4.00 points.

In this course you will be examining paper tracings and other sources related to the lived experiences of Black women. You will be required to review and interrogate materials on triggering subjects; some of these items include violent descriptions, images, and acts. In order to join in our collective engagement with the history of Black women, within the context of the U.S., you will critically analyze items that have not been sanitized for popular consumption. Thus, we will not be "erasing history" in this course by avoiding the deployment of white supremacy and its vast, related violence(s) against Black women's bodies and lives, as well as the various manifestations of resistance of Black women throughout the history of the United States

Fall 2025: AFRS BC3145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3145	001/00219	W 12:10pm - 2:00pm 111 Milstein Center	Celia Naylor	4.00	13/15

AFRS BC3146 African American and African Writing and the Screen. 4 points.

Not offered during 2024-2025 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.

Not offered during 2024-2025 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 #PERFORMNCE IN CARIBBEAN. 4.00 points.
Not offered during 2024-2025 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 BC3160 Fanon's Psychology of the Oppressed. 4.00 points.

Frantz Fanon's ideas have been influential for decades among theorists, practitioners, and activists alike. This seminar is focused on understanding Fanon's particular perspective on the psychology of the oppressed and its relevance for examining the experience of past and present racialized inequality and its effects in society. The course is divided into four sections, which build cumulatively. I). An introductory section introduces Fanon's central ideas (e.g., dialecticism, existentialism, post-colonialism) in their intellectual and socio-historical context (e.g., the Algerian revolution, African decolonization, South African Apartheid, the US civil rights and women's rights movements). II). A second section locates Fanon in psychological theory and therapeutic theory and practice. The cultural and political (Eurocentric?) roots of psychological theory and practice are examined as are notions of oppression causing psychological and physical violence as well as psychopathology / psychological disorder. III). A third section examines Fanon and others psychological approaches to identity with particular attention to the presumed "inferiority complex" of oppressed peoples, nationalist and other reconstructions of identity in opposition to oppression, sociological psychological conceptualizations of stigma, and Dubois's influential ideas regarding double consciousness. IV). A fourth and final section focuses on resistance and rebellion. The focus here is on the psycho-moral implications of (violent, peaceful, non-disruptive) action against oppression with reference to the distinct perspectives of Fanon in comparison to influential figures like Gandhi and M.L.K Jr. These issues are linked to a post-Fanon approach to the psychology of the oppressed called Liberation Psychology

Fall 2025: AFRS BC3160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3160	001/00166	W 2:10pm - 4:00pm 308 Diana Center	Colin Leach	4.00	14/20

AFRS BC3516 Environmental Humanities in the Global South. 4.00 points.

"This interdisciplinary course studies how individuals and communities in the Global South attempt to make sense of the 'sense of an ending' that underlines all warnings about environmental crisis and climate change. Our interdisciplinary course has a doubled foundation out of which our readings and discussions will grow: communal understanding and knowledge about local environments, on one hand, and the relation between such knowledge and the data and information gathered by scientists." "We therefore begin with a simple question: what is the relation between the Humanities and the work of scientists? Scientists undertake painstaking, necessary research to provide communities and their governments with vital, necessary information. Individuals and communities interpret and translate this information, often affectively. An organization of scientists studying carbon levels across Africa can list the progressive increase in temperatures across Africa over a period of years and calculate anticipated increases. An image based on this data may visualize the projected rise." "A glance reveals something dire based on the way we associate red with danger. Our course is oriented towards who lives beneath the surfaces of data and images that 'draw a picture' for us. We read for how communities and individuals explain and communicate their relation to the historical and changing environments. In other words, we attend to narration, in different forms—fiction, poetry, song, travelogue—to grasp how experiences are rendered comprehensible. There is a broad 'where' as well, and a fluid 'when.' 'Where' takes us into the portmanteau category of 'The Global South.' We bracket the scope of this category to focus upon specific places in the Indian Ocean, sub-Saharan Africa and diasporic African communities. 'When' permits us to think of time, the time of the world, the times of change and the times of aftermaths. Go into an archive, open a history book, a sacred text and you will encounter 'endings.' We enter British colonial archives to see how signs of 'When' also allows us to face an underlying dread that might be called a 'sense of an ending' and to see just how many such 'endings' have come to pass. This is how we enter the diasporic histories of environmental change related to colonialism and the enslavement and transportation of whose descendants live in the broader 'Global South' Africans

Fall 2025: AFRS BC3516

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3516	001/00745	T 2:10pm - 4:00pm 113 Milstein Center	Yvette Christiane	4.00	8/20

AFRS BC3517 African American Women and Music. 3 points.
Not offered during 2024-2025 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.

AFRS BC3519 Race Before Race: Premodern Constructions of Social Difference. 4 points.

This course expands the reach of traditional analyses of race and ethnicity by demonstrating the key role of premodernity (Classical, Medieval and Early Modern eras) in developing modes of race thinking that shape the modern world. We will use intersectional approaches and critical race theory to examine both theorizing about race and primary materials that (re)produce race across time and in the present moment. What does it mean to look at premodernity through the eyes of the African Diaspora? Our examination of the different types of premodern race thinking will culminate in a collaborative class project in which students will be asked to apply critical race theory inflected approaches to editing an early modern text.

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 BC3532 ROMARE BEARDEN:HOME IS HARLEM. 4.00 points.
 Prerequisites: This course is limited to 20 students Romare Bearden: Home is Harlem, is an exploration into one of the greatest American artists finding home in Harlem. The noted painter, collagist, intellectual and advocate for the arts, spent his childhood and young adult life in Harlem. Known for chronicling the African-American experience, he found rich sources for artistic expression in the Manhattan neighborhoods above 110th Street

Spring 2025: AFRS BC3532					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3532	001/00247	W 10:10am - 12:00pm 407 Barnard Hall	Deidra Harris-Kelley	4.00	13/16

AFRS BC3550 GAY HARLEM. 4.00 points.
 This course explores representations of queer Harlem in African American literature, sonic culture, and performance. We will consider the history and making of Harlem, key figures of the Harlem Renaissance, and the aesthetic innovations of writers and artists who defied the racial, sexual, and gendered conventions of their time. We will be guided by an intersectional approach to the study of race, gender, and sexuality and the methods of Black queer studies, African American and African diaspora literary studies, as well as sound and performance scholarship. We will ask when, where, and what was/is gay Harlem; how we might excavate its histories; map its borders; and speculate on its material and imagined futures

Fall 2025: AFRS BC3550					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3550	001/00407	W 4:10pm - 6:00pm 501 Diana Center	Maleda Belilgne	4.00	12/16

AFRS BC3551 Vibrations: Harlem, Jazz and Beyond. 4 points.
 Not offered during 2024-2025 academic year.

Harlem Jazz Vibrations

AFRS BC3530 Performing Risk: James Baldwin's Harlem. 4 points.
 BC: Fulfillment of General Education Requirement: Literature (LIT).

Considering James Baldwin’s fiction and non-fiction, and illuminating details of his biography, this seminar charts a critical geography of religion, sexuality, and race in mid-century Harlem. As part of Africana Studies ‘Harlem Semester’, students will engage and analyze a work-in-progress production of “The Gospel of James Baldwin” by MeShell Ndegeocello.

AFRS BC3552 BLACK WOMEN STYLE#PERFRMNCE. 4.00 points.
 Black Women, the Apollo, and the Politics of Style

Spring 2025: AFRS BC3552					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3552	001/00018	F 12:10pm - 2:00pm 406 Barnard Hall	Shirley Taylor	4.00	6/15

AFRS BC3554 Blackness and Comedic Performance in the U.S.. 4 points.

This course explores the history of race and comedic performance and, in particular, how comedy has historically shaped as well as challenged racial, gender and sexual identities from the mid-1800s to the present. From the performance of blackness by white blackface minstrels in the 1830s and 40s to vaudeville at the turn of the 20 th century, early film comedies, and the work of more recent stand-up comedians, the course will seek to answer some of the social questions posed by these performers. For example, does comedy more often reflect gender, ethnic, and racial stereotypes or challenge them? How do we account for the persistent emphasis upon racial and gender differences? Can comedy be “politically correct” and still be funny? How important is “in-group” laughter to comedy’s success and what should we make of the uncomfortable laughter of those not in the in-group? We will explore the work of comics from Bert Williams, Stepin Fetchit, and Hattie McDaniel to Moms Mabley, Chris Rock and Wanda Sykes. We will investigate the work of these comics through the ideas of modern thinkers who have written on the cultural history of American humor and the social and personal aspects of jokes and comedy. We will read and view the works of these comedians as well as important theoretical texts on humor that provide us with analytical tools to investigate how comedic performance has historically constituted blackness and African-American intellectual history.

AFRS BC3556 Ethnography of Black America. 4 points.
 Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

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 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, ethnomusicology, 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.

AFRS BC3563 Translating Hispaniola. 4 points.

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

Not offered during 2024-2025 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 BC3567 BLACKNESS" IN FRENCH. 4.00 points.

Blackness in French

AFRS BC3570 Africana Issues: Diasporas of the Indian Ocean. 4 points. Not offered during 2024-2025 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 BC3585 POOR IN AMERICA: THE EXPERIENCE AND IMPACT OF FINANCIAL DEPRIVATION. 4.00 points.

This course focuses on the life experiences and impact of poverty in the contemporary United States. We will be exploring the consequences of financial and material deprivation on work, housing, health, parenting, children, as well as the limits and opportunities for inter-generational mobility and how each of these intersect with gender, racial and ethnic identities. We will be learning about the experiences of individual persons as well as how these particular experiences reflect the overarching patterns of social, political and economic trends in the United States. The course will incorporate a diverse set of disciplinary perspectives to shed light on the challenges faced by persons living in poverty. In addition, there will be an emphasis on learning about and critically assessing methodological approaches applied in the literature. No prior knowledge of methods is required and any technical references will be explained in class

AFRS BC3589 BLK SEXUAL PLTCS U.S.POP CLTR. 4.00 points.

Prerequisites: Permission of the Instructor
Black Feminism(s)/Womanism(s)

AFRS BC3590 The Middle Passage. 4 points.

Not offered during 2024-2025 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. 4.00 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

Fall 2025: AFRS BC3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3998	001/00114	T 4:10pm - 6:00pm 613 Milstein Center	Monica Miller	4.00	3

AFRS BC3532 ROMARE BEARDEN:HOME IS HARLEM. 4.00 points.

Prerequisites: This course is limited to 20 students Romare Bearden: Home is Harlem, is an exploration into one of the greatest American artists finding home in Harlem. The noted painter, collagist, intellectual and advocate for the arts, spent his childhood and young adult life in Harlem. Known for chronicling the African-American experience, he found rich sources for artistic expression in the Manhattan neighborhoods above 110th Street

Spring 2025: AFRS BC3532

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3532	001/00247	W 10:10am - 12:00pm 407 Barnard Hall	Deidra Harris-Kelley	4.00	13/16

AFRS GU4000 HARLEM AND MOSCOW. 3.00 points.

Prerequisites: NA The Russian Revolution of 1917 is widely acknowledged as a watershed moment in the global struggle for worker's rights, but it also played a considerable role in the fights against racism and colonialism (Lenin considered both tools of capitalist exploitation). In Soviet Russia's project to make racial equality a central feature of communism, two urban locales featured prominently: its capital city of Moscow and the burgeoning Black cultural center that was Harlem, New York. This course will explore cross-cultural encounters between Moscow and Harlem as a way to ask larger questions about race, class, and solidarity across difference. Students can expect to read novels, memoirs, and cultural reportage from Harlem Renaissance figures (Langston Hughes, Claude McKay, Dorothy West) who traveled to Moscow. Students will also learn about the role of race in early Soviet culture, particularly visual culture (films, children's media, propaganda posters, etc.). This course includes a field trip to the Schomburg Center for Research in Black Culture in Harlem

AFRS GU4001 Afro-Latin America in the Artistic Imagination. 4.00 points.

How have painters, filmmakers, novelists, and other artists portrayed the history of Africans and their descendants in Latin America? How do those portrayals – of the Middle Passage, slavery, revolution, abolition, and contemporary social movements, to name a few examples – compare to scholarly approaches to those same subjects? To answer these and other questions, this class brings together a wide array of materials covering more than five hundred years of Afro-Latin American history. The course will move chronologically from the 15th century to the present, with each week devoted to grappling with a topic relevant to the history of Afro-Latin America in a given era, as viewed through both artistic and scholarly sources. Students will come to class prepared to consider what each has to offer to our understanding of the past. We will also debate the possibilities of using art to disseminate historical knowledge, and whether there any dangers to privileging artistic over scholarly approaches to history (or vice versa). In addition, because NYC is home to so many museums, archives, and cultural institutions relevant to our subject, it will serve as an experiential laboratory where we will spend several of our class meetings. Learning outcomes. By the end of the semester, students will be skilled at the following: # analyzing artistic and scholarly sources on their own terms # discussing them in relation to one another # evaluating the utility of these diverse materials to the process of understanding the past

AFRS GU4321 Pandemics of Harlem. 4.00 points.

This course will be co-taught by three people who worked in Harlem in the 1990s, in the middle of “mad” plagues: AIDS, HIV, crack cocaine addiction, violence, trauma and mental illness related to violence, multi-drug resistant tuberculosis, asthma, obesity and sedentary lifestyles. The course will build on the experiences and published papers of the group, but also bring in contemporary conversations related to underlying issues of serial forced displacement, which created the context for the plagues. Conceived as a collaborative colloquium linking instructors and students across three institutions, the course will be on-line with a combination of synchronous and asynchronous work. Assignments are structured to promote collaborative learning across institutional boundaries. Conditions permitting, students from the three schools – Barnard, The New School, BMCC – will have the opportunity to participate in the CLIMB project, a collective recovery project in Northern Manhattan that addresses the connection between the health of people and the quality of the built environment. Jordan-Young (Barnard) will take responsibility for organizing course logistics, and all students will be given access to the Columbia Courseworks site for access to readings and other materials, discussion boards, and assignments. The instructors will rotate the role of “host”/facilitator for the modules. Synchronous sessions will use a combination of live and pre-recorded brief lectures, in-class exercises, and small group discussions. Non-Barnard instructors may opt in or out of specific assignments, and will grade the participation and assignments for their respective students. (The Barnard College students will be responsible for all assignments listed in this syllabus.) Instructors will closely collaborate throughout the semester to monitor and adjust the course, especially the processes for collaboration, as needed

AFEN BC3009 TONI MORRISON: AN ETHICAL POETICS. 4.00 points.
Not offered during 2024-2025 academic year.

Toni Morrison set herself a challenge: to engage language in complex literary ways in order to reveal the 'fact' of race in the lived experiences of Americans—those made to bear the burden of being 'raced,' those exercising the prerogative of 'racing,' and those who imagine that none of this applies to them. We travel with her artistic path from *The Bluest Eye* to her later novels to learn how her choice to create figurative, logical narratives seek their own understanding of the ethics of what she called the "manageable, doable, modern human activity" of living in 'the house of race.'

Spring 2025: AFEN BC3009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3009	001/00886	T 12:10pm - 2:00pm 501 Diana Center	Yvette Christianse	4.00	23/30

AFEN BC3134 UNHEARD VOICES: AFRICAN WOMEN. 4.00 points.
Not offered during 2024-2025 academic year.

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

Spring 2025: AFEN BC3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3134	001/00016	Th 4:10pm - 6:00pm 324 Milbank Hall	Yvette Christianse	4.00	6/25

AFEN BC3516 WATER WORLDS IN LITERARY IMAGINATION. 4.00 points.

This interdisciplinary course surveys literary, cinematic, historical and other archival text representations of time and change in and around waterways in the Global South—oceanic, riverine, at the littoral and in hinterlands. It is animated by questions of how people live with water as horizon, resource, life-giving source, as ancestral boundaries and threat. We do so now in a time when climate change refocuses our dependencies upon, and vulnerabilities to, water. Our themes are shaped by water's influence on the rhythms of lives, and how these rhythms have been changed and are changing—deliberately, as in dam building and its aftermaths in lives, and through climate change

Fall 2025: AFEN BC3516

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3516	001/01058	Th 2:10pm - 4:00pm 113 Milstein Center	Yvette Christianse	4.00	9/20

AFEN BC3815 SHANGE # DIGITAL STORYTELLING. 4.00 points.

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.

Prerequisites: Enrollment limited to 12 students. Permission of the instructor required. Interested students should complete the application at: <https://bit.ly/AFEN3815>. 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 and in feminist history. We will examine Shange's works through the dual lenses of "embodied knowledge" and historical context. In conjunction with our multidisciplinary analysis of primary texts, students will be introduced to archival research in Ntozake Shange's personal archive at Barnard College. Thus the 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. 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. You can find more information and apply for the course at <https://bit.ly/AFEN3815>

Fall 2025: AFEN BC3815

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3815	001/00112	W 4:10pm - 6:00pm Online Only	Kim F Hall	4.00	10/12

AFEN BC3816 The Worlds of Ntozake Shange and Digital Storytelling. 4 points.

Prerequisites: AFEN BC3815 or equivalent.

This course has a prerequisite and an application: <http://bit.ly/AFEN3816>. This hands-on, project based course introduces students to the use of digital tools and sources to organize and manage their archival research, creatively interpret their findings, and communicate their results to the public. This semester, the course is somewhat different from 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. Working with the Barnard Digital Humanities Center, you will develop projects that teach some aspect of Shange's work and or feminist movements. But while making these new things, we will have ongoing discussions about the nature of digital life and evolving protocols for digital work. You will make plans to visit the archive appropriate to your project (in most cases this will be 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. 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.

AFEN BC3817 Black Shakespeare. 4.00 points.

This course examines Shakespeare's role in shaping Western ideas about Blackness, in processes of racial formation, and in Black freedom struggle. As one of the most enduring representations of a Black man in Western art Shakespeare's Othello will be a focal point. However, this course will examine other "race" plays as well as works perceived as "race-neutral" in tandem with Black "respeakings" of Shakespeare's works. This class is antiracist in intent and is shaped by several interlocking questions: What is Black Shakespeare? Can creators and scholars separate Shakespeare from the apparatus of white supremacy that has been built around his works? What are the challenges for BIPOC actors performing Shakespeare on the dominant stage? What are the challenges and obstacles for BIPOC scholars working on Shakespeare in academia? Can performing Shakespeare be an activist endeavor

Spring 2025: AFEN BC3817

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3817	001/00025	T 4:10pm - 6:00pm 214 Milbank Hall	Kim F Hall	4.00	7/12

Cross-Listed Courses

American Studies

Anthropology (Barnard)

ANTH UN1002 THE INTERPRETATION OF CULTURE. 3.00 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

Spring 2025: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/10586	M W 10:10am - 11:25am 309 Havemeyer Hall	Naor Ben-Yehoyada	3.00	49/120

Fall 2025: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/00933	M W 8:40am - 9:55am 263 Macy Hall	Clare Casey	3.00	36/60
ANTH 1002	002/00932	M W 10:10am - 11:25am 263 Macy Hall	Clare Casey	3.00	35/60

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

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

Not offered during 2024-2025 academic year.

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

Enrollment limited to 15. **Not offered during 2024-2025 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 2024-2025 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.

ANTH UN3160 THE BODY AND SOCIETY. 4.00 points.

Not offered during 2024-2025 academic year.

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

As an introduction to the field of medical anthropology, this seminar addresses themes of health, affliction, and healing across sociocultural domains. Concerns include critiques of biomedical, epidemiological and other models of disease and suffering; the entwinement of religion and healing; technocratic interventions in healthcare; and the sociomoral underpinnings of human life, death, and survival. A 1000 level course in Anthropology is recommended as a prerequisite, although not required. Enrollment limited to 30. 4 units

Art History (Barnard)

AHIS UN3948 Jacob Lawrence's Harlem. 4 points.

The course has the heavy workload associated with seminars.

2017 is the centennial of the birth of the artist Jacob Lawrence, who grew up in Harlem, studied art as a child with some of its leading artists and frequented the cultural institutions established for the community at this time. Along with his famous series of paintings dedicated to Black history, such as *Migration*, and *Toussaint L'Ouverture*, Lawrence made a large number of works recording the places and people of his home, seeking creative means to both document Black experience in this time and place and give it meaning.

In this seminar we will look at Harlem at Lawrence's eyes through three archives of Harlem at this time: James Vanderzee's street photographs, Aaron Siskind's *Harlem Document*, and Lawrence's paintings of his community. We will study Harlem in the interwar years as a means of understanding what it is these artists chose to record.

We will look at the aesthetic debates of the Harlem Renaissance and each artist's biography to investigate how they chose to depict Harlem. The class will combine classroom discussions with excursions to the locations and institutions frequented by these artists as a means of tracing continuities and transformations from that period to the present.

The final project for our seminar will be a digital exhibition of select works from these archives. Students will work together to develop the themes and each will create entries on specific works of art. Please note that, while we will be having a digital exhibition workshop in class, students will also need to meet with IMATS staff outside of class time at least once as they conduct the work for this exhibition.

This course is part of Harlem Semester 2017.

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 2024-2025 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 2024-2025 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.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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 2024-2025 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

English & Comparative Literature

English (Barnard)

ENGL BC3129 Explorations of Black Literature: Early African-American Lit. 1760-1890. 3 points.

Not offered during 2024-2025 academic year.

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.

ENTH BC3144 Black Theatre. 4 points.

Not offered during 2024-2025 academic year.

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.

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

Not offered during 2024-2025 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 Caribbean (Kincaid); and New Zealand (Hulme).

ENGL BC3194 LITERARY THEORY. 4.00 points.

In this course, we will trace the complex category of imitation from its ancient roots to some of its modern theoretical and literary manifestations. Interpreted differently by different thinkers, imitation can refer to the problem of art's imitation of things in the world (e.g., your portrait looks like you), art's imitation of other artistic works (e.g., your portrait looks like a Rembrandt), people's imitation or even mimicry of one another (who does she think she is?). The latter form of imitation raises the most overtly socio-political questions, whether by replicating social power structures in order to "pass" in a potentially hostile environment or by subverting these same structures through mimicking, outwitting, critiquing, or mocking them. At its core, the category of imitation focuses our attention on what is so central to artmaking that it almost eludes our notice: the question of resemblance. Put in its simplest form: What are we doing (philosophically, artistically, socially) when we make one thing resemble another?

ENGL BC3196 HARLEM RENAISSANCE LITERATURE. 4.00 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 20 students.

In the summer of 2021, Home to Harlem will focus on the writing and collaboration of Zora Neale Hurston and Langston Hughes in the 1920s. We will explore the cultural history and aesthetic debates that animated Harlem in the 1920s by reading them through the work (poetry, fiction, essays, plays) of Barnard and Columbia's own, who, for a time juggled student life in Morningside Heights and the joys and challenges of being major players in the Harlem or New Negro Renaissance. Hurston and Hughes navigated the demands of being an artist and representative of "the race" in both similar and different ways. They worked together to shape the Renaissance according to their radical visions and were friends and collaborators until they famously fell out. The goal of this class is to plot the individual and collective artistic growth and experimentation of Hurston and Hughes, as well as create a digital timeline and rendering of their individual and collaborative development. To that end, this class will use either or both of the digital tools Scalar and Timeline.js in creative and collaborative ways. The class will partner with the Digital Humanities Center at Barnard for workshops on these digital tools that will be linked to all of the course assignments and final projects. No prior experience with these tools is necessary.

French and Francophone Studies

FREN UN3421 INTRO-FRANCOPHONE STUDIES II. 3.00 points.

Prerequisites: *FREN W3405* Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies' permission.

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

Spring 2025: *FREN UN3421*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3421	001/00125	M W 1:10pm - 2:25pm 302 Milbank Hall	Hadley Suter	3.00	3/16

French (Barnard)

FREN BC3070 Negritude. 3 points.

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.

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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3072 FRANCOPHONE FICTION:SPEC TPCS. 4.00 points.

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 BC1204: French Intermediate II or the equivalent level is required*

FREN BC3073 Africa in Cinema. 3 points.

Considerations of African-directed twentieth century films concerning French-speaking, sub-Saharan West Africa. Reflections on tradition and modernity, politics and popular culture, the status of women, youth problems, identity construction. Placement of African film within its own tradition. Class taught in English.

French and Romance Philology

FREN UN3421 INTRO-FRANCOPHONE STUDIES II. 3.00 points.

Prerequisites: *FREN W3405* Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies' permission.
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

Spring 2025: FREN UN3421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3421	001/00125	M W 1:10pm - 2:25pm 302 Milbank Hall	Hadley Suter	3.00	3/16

History

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 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 millenium, 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 W4429 Telling About the South. 4 points.

A remarkable array of Southern historians, novelists, and essayists have done what Shreve McCannon 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 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 W4928 Comparative Slavery and Abolition in the Atlantic World. 4 points.

Not offered during 2024-2025 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*

HIST W4769 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

History (Barnard)**HIST BC1760 INTRO AFRICAN HIST:1700-PRESNT. 4.00 points.**

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

Spring 2025: HIST BC1760

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1760	001/00130	M W 10:10am - 11:25am 504 Diana Center	Abosede George	4.00	32/70

HIST BC2180 Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

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. 3.00 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

Fall 2025: HIST BC2980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2980	001/00346	T Th 8:40am - 9:55am 328 Milbank Hall	Jose Moya	3.00	15/45

HIST BC3546 The Fourteenth Amendment and Its Uses. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 W4435 Music and Performance in the African Postcolony. 3 points.

Not offered during 2024-2025 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 UN2020 SALSA, SOCA # REGGAE. 3.00 points.

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 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 2024-2025 academic year.

Prerequisites: POLS W1013 or the equivalent. Admission by application through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus.

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 V3604 Civil Wars and International Intervention in Africa. 3 points.

Enrollment limited to 110. **Not offered during 2024-2025 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. Admission by application through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus.

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 NAT'L # CONTEMP WORLD POLITICS. 3.00 points.

The causes and consequences of nationalism. Nationalism as a cause of conflict in contemporary world politics. Strategies for mitigating nationalist and ethnic conflict

Spring 2025: POLS UN3619

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3619	001/13399	M W 10:10am - 11:25am 413 Kent Hall	Jack Snyder	3.00	53/70

POLS GU4496 CONTEMPORARY AFRICAN POLITICS. 3.00 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?

Fall 2025: POLS GU4496

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4496	001/16104	M W 2:40pm - 3:55pm 602 Northwest Corner	Kimuli Kasara	3.00	8/20

POLS W4445 Politics of the Middle East and North Africa. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: POLS V1501 or the equivalent. Enrollment limited to 70 students. L-course sign-up through eBear. Barnard syllabus.

This course has two objectives: studying the political economy and history of the Arab states, Israel, Turkey, and Iran, and reviewing major themes in the Middle East political science literature. Topics include: historical legacies of colonialism, the political economy of state-society relations, the politics of religion, the politics of democratization, and burgeoning forms of new media.

Religion

RELI V2615 Religions of Harlem. 3 points.

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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. 4.00 points.**

Prerequisites: One introductory course in Sociology suggested.

Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on contemporary American activism. Cases include the Southern civil rights movement, Black Lives Matter, contemporary feminist mobilizations, LGBTQ activism, immigrant rights and more recent forms of grassroots politics

Fall 2025: SOCI UN3235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3235	001/00323	T Th 10:10am - 11:25am 207 Milbank Hall	Debra Minkoff	4.00	20/30

SOCI V3247 The Immigrant Experience, Old and New. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2024-2025 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.**

Not offered during 2024-2025 academic year.

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.

Women's Studies (Barnard)**WMST BC3134 Unheard Voices: African Women's Literature. 4 points.**

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

Not offered during 2024-2025 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 GU4305 Decolonization and Feminist Critique. 4.00 points.

This advanced seminar examines historical, social, cultural, and theoretical propositions for decolonizing praxis and their complex relations to feminist critique. How do we understand Western European colonialism and coloniality as modes, conditions, and institutions of power, dispossession, subjugation, and subjection continuing into the present? What are the methods, practices, and vision enacted and proposed by the colonized for undoing and radically transforming the determinate logics, instruments, and structures of colonialism as these persist in the present moment? We will consider how gender and sexuality as well as race – as technologies of social organization, codes of valuation, and modes of survival – shape colonialism and the struggles against it. We will inquire into their significance to projects of decolonization. How might decolonization envision and make possible other ways of life?

Fall 2025: WMST GU4305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4305	001/00223	W 11:10am - 1:00pm 113 Milstein Center	Neferti Tadiar	4.00	16/18

American Studies

Department website: americanstudies.barnard.edu

413 Barnard Hall
212-854-5649

Department Manager: Michelle Rowland
Administrative Assistant: Symone Biggerstaff

The Field of American Studies

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, loci of power and resistance, and sites of historical meaning and memory. How are ideologies and arrangements in the U.S. amplified, altered, challenged or contested? American Studies seeks to address these questions by critically examining how ideas and assumptions about the U.S. have been constituted through a range of competing, corroborating and resistant discourses.

Barnard students majoring in American Studies engage in the critical and interdisciplinary study of race, gender, class, sexuality, Indigeneity, political economy, imperialism and social movements in contemporary, historical, hemispheric and transnational contexts. All majors are introduced to the field through AMST 1001 ("What Is American Studies?") and hone their understanding of the theories and methods of American Studies in an intensive junior colloquium. Their individually-chosen electives include three historically-situated Foundations courses as well as a five-course concentration that culminates in a two-course senior capstone project. The American Studies major aims to teach students to recognize, question and analyze, within an international context, the formation, implementation and contestation of power in both the nation-state and in other institutions of collective life.

We work closely with our colleagues in [Africana Studies](#) and [Women's, Gender, and Sexuality Studies](#) who, along with the faculty in American Studies, constitute Barnard's [Consortium for Critical Interdisciplinary Studies](#).

Mission

The American Studies major is designed to teach students how to engage in the critical and inter-disciplinary study of race, gender, class, sexuality, Indigeneity, political economy, imperialism and social movements in contemporary, historical, hemispheric and transnational contexts.

Student Learning Objectives

Barnard students graduating with a degree in American Studies aspire to do the following:

- critically analyze power at different scales, from the local to the global.
- identify the plurality of forces that shape and contest American social formations.
- demonstrate an understanding of the various theories and methods (e.g., oral history, ethnography, cultural analysis, archival research, political economy, and close textual, visual, or aural analysis) that shape core conversations in the field.
- produce an original piece of scholarship with a sustained argument that draws on primary sources and is accountable to communities of scholars in American Studies.
- apply cultural and historical analytical frameworks to their lived experience and practice.

The American Studies Major

Students build their major by combining coursework in the American Studies department with a wide range of potential electives drawn from Africana Studies, Anthropology, Art History, English, History, Political

Science, Women's Gender and Sexuality Studies, and other related disciplines. In the process, students work with their American Studies adviser to devise a distinctive concentration organized around a topic (for example, *race and ethnicity*) that will encourage the development of both interdisciplinary breadth and historical depth while also serving as the intellectual foundation for their senior capstone projects. American Studies majors may also choose to pursue one of the four CCIS interdisciplinary concentrations on [Race and Ethnicity \(ICORE\)](#), the [Environmental Humanities \(EHMC\)](#), [Native American and Indigenous Studies \(NAIS\)](#), and [Feminist/Intersectional Science and Technology Studies \(F/ISTS\)](#).

Students interested in majoring in American Studies are encouraged to contact Prof. Manu Karuka (mkaruka@barnard.edu), the department chair, to arrange a meeting.

This department is supervised by the Committee on American Studies:

- Chair:** Manu Karuka (Associate Professor of American Studies and Women's, Gender & Sexuality Studies)
- Professors:** Gergely Baics (History), Elizabeth Bernstein (Women's, Gender and Sexuality Studies), Mark C. Carnes (History), Alan Dye (Economics), Severin Fowles (Anthropology), Lisa Gordis (English), Jennie Kassanoff (English), Alfred Mac Adam (Spanish & Latin American Cultures), Monica Miller (English), Celia Naylor (History), Jonathan Rieder (Sociology), William Sharpe (English), Neferti Tadiar (Women's, Gender & Sexuality Studies), David Weiman (Economics)
- Associate Professors:** Elizabeth Hutchinson (Art History)
- Assistant Professors:** Lisa Jahn (American Studies)
- Senior Associate:** Katie Glasner (Dance)
- Senior Lecturers:** 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

Requires 12 courses (one of which has to be the 4-point capstone) and a minimum of 37 credits

AMST BC1001	WHAT IS AMERICAN STUDIES? (Majors are encouraged to complete this course before their sophomore year.)	4
2. Historical Foundations (2 courses) All American Studies majors are encouraged to think historically about the deeper social and political currents that have shaped the American experience and its imperial effects across the globe. Towards this end, they are required to take at least two courses focused on the pre-Cold War history of the Americas (effectively, pre-1950). The courses may be selected from an ever-growing list from History, English, Africana Studies, Anthropology, Art History, and related departments.		
3. Methods Seminar (1 course, from a pre-approved list) Scholarship in American Studies draws on a range of interdisciplinary methods from historical research in archives, to close readings of texts, to oral history and ethnographic fieldwork, to political economy analyses, to analyses of visual and material culture, and more. Student exposure to at least a portion of this methodological range will serve as a vital foundation for more advanced work in their American Studies research seminars and their capstone seminar. Examples of pre-approved Methods Seminars:		
AMST BC3001	Cultural Studies	4.00
AMST BC3200	Feminist Ethnography	4.00
AMST BC3401	American Studies Methods: Archive Fever	4.00
ANTH UN3723	American Material Culture	4

4. American Studies Research Seminars (2 courses) Themed seminars culminating in a formal research paper are a key means by which American Studies majors develop analytical skills. A selection of research seminars are offered by American Studies faculty and affiliated faculty, but majors can also fulfill the research seminar requirement with 3000- or 4000-level seminars on an American Studies-related theme from another department, providing the seminar culminates in a term paper or equivalent capstone project and is approved in advance by a student's major advisor. Both research seminars should be taken prior to a student's senior spring semester. Examples of pre-approved Research Seminars:

AMST GU4110	THE WEALTH OF NATIVES	4.00
AMST GU4210	Du Bois Seminar	4.00
AMST GU4300	Latina/o/x NY	4.00
ANTH BC3234	Indigenous Place-Thought	4.00
ENGL BC3911	Senior Seminar: Write to Vote	4

5. Interdisciplinary Electives (5 courses) Each year, a wide range of courses are offered across many departments that provide our students with opportunities to expand their critical understanding of the United States as a cultural, ideological, geographical and historical formation and to hone their analyses of race, gender, class, sexuality, Indigeneity, political economy, imperialism and social movements in contemporary, historical, hemispheric and transnational contexts. Such courses provide breadth and enrich our students' experience in the major. Majors will be required to take five electives, selected in consultation with their American Studies advisor.

6. AMST 3704, "American Studies Capstone Seminar" (1 course) Students will revise an original research paper written for a course counting toward the major. The resulting senior thesis will be a 10,000-word essay that uses interdisciplinary methods and includes original research and analysis. Students who wish to explore formats other than a written research essay (such as a podcast or documentary film) will be expected to submit a script of equivalent length as part of their capstone.

Students interested in pursuing a capstone project that will involve travel (to archives, ethnographic field sites, etc.) during the summer prior to their Senior year can apply for financial assistance from a Tow Summer Research Fellowship. The Tow Fellowship is a competitive, college-wide opportunity providing between \$1,000-\$4,000 to support capstone research. Applications are typically due during the first week of March, and are reviewed by the college's Committee on Honors. For more details, see <https://barnard.edu/competitive-fellowships/tow-summer-research-fellowship-internal-barnard-grant>. To be eligible for the fellowship, students must have a clear conceptualization of their intended capstone project by the start of their Junior spring semester, having discussed their plans with their American Studies advisor well in advance. In preparation for the spring-term Senior Research Seminar, each student will submit a 300-word thesis proposal and 6-item bibliography for review by the American Studies faculty. This proposal will count as the first assignment for AMST BC 3704 and should be emailed to the department chair by 5 PM on the Monday before Thanksgiving. The proposal and bibliography should include the title and instructor of the course seminar for which the original paper was written and should explain the research topic, the evidence, and the methods the student plans to use. Students will receive approval or feedback for their research plans from the American Studies faculty during Reading Period of the fall semester. Section assignment for the senior capstone is by lottery and managed by the department.

AMST BC1001 WHAT IS AMERICAN STUDIES?. 4.00 points.

Prerequisites: None

Corequisites: None

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 2025: AMST BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 1001	001/00020	M W 2:40pm - 3:55pm 409 Barnard Hall	Lisa Jahn	4.00	29/28

AMST BC1030 Everything for Everyone: Social Movements in North America. 3.00 points.

Over the past months, social movements have captured the nation's attention: from protests against immigration enforcement to Zohran Mamdani's campaign for mayor of New York City. From the Haitian and American Revolutions to the campaign for an eight-hour day, the Civil Rights movement, indigenous demands for land back, and Black Lives Matter course will explore the long history of movements for economic and social justice across North America. Questions that we will explore together include: how have different groups demanded economic justice over the past two hundred years? What lineages and breaks can we trace in these efforts? What divisions emerged among and within various movements over time? How did groups debate and disagree over the concept of "socialism" and what their ideal visions of liberated society would be? What role have race and gender played as dividing lines and as sites of new liberatory forms of struggle?

Fall 2025: AMST BC1030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 1030	001/01157	M W 8:40am - 9:55am 302 Barnard Hall	Dani Joslyn	3.00	3/50

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.

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 will 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.

AMST BC1042 America and Early Modernity. 3 points.

This class explores the impact of the colonization of the Americas, and the introduction of the slave trade into the Americas, on the development of the Renaissance, the Scientific Revolution, and the early Enlightenment.

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.

AMST BC1111 ELEMENTARY AMERICAN SIGN LANGUAGE I. 4.00 points.

The first half of a two-semester introduction to American Sign Language, intended for students with no prior experience in ASL

Fall 2025: AMST BC1111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 1111	001/01096	M W Th 10:10am - 11:25am Room TBA	Kailyn Aaron-Lozano	4.00	13/15
AMST 1111	002/01097	M W Th 2:40pm - 3:55pm Room TBA	Kailyn Aaron-Lozano	4.00	15/15
AMST 1111	003/01160	M W Th 4:10pm - 5:25pm Room TBA	Kailyn Aaron-Lozano	4.00	14/15

AMST BC2001 Third World Studies. 4.00 points.

Between 1967 and 1969, groups of American Indian, Black, Chinese, Filipino, Japanese, Mexican, and Puerto Rican college students began to articulate demands for a transformed university, touching everything from admissions, relations to community, and curriculum. Their proposals contributed to the Third World Liberation Front strike at San Francisco State University, the longest student strike in US history. Drawing inspiration from Gary Okihiro, founding director of Columbia's Center for the Study of Ethnicity and Race, this course takes student activists' proposals for Third World Studies seriously. Our readings will draw on the traditions of anti-racist and anti-colonial struggle in North America, alongside perspectives from Africa, Asia, and Latin America

Fall 2025: AMST BC2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 2001	001/00164	M W 2:40pm - 3:55pm 302 Barnard Hall	Manu Karuka	4.00	20/50

AMST BC2111 INTERMEDIATE AMERICAN SIGN LANGUAGE I. 4.00 points.

The first half of a one-year sequence in intermediate American Sign Language for students who have completed Elementary ASL I and II or the equivalent

AMST BC3200 Feminist Ethnography. 4.00 points.

This course offers an overview of classic and contemporary examples of feminist ethnography. Over the course of the semester, we will trace the development of, and debates around, feminist ethnography from the 1970s to the contemporary period, highlighting the key questions and dominant paradigms of the field. We will examine how feminist approaches shape the questions we ask, how we present our research and the ethics of research. We will explore how to incorporate collaborative and activist methods and analysis in our scholarly projects, asking: How can feminist ethnography intensify efforts towards social justice in the current political and economic climate? How do feminist ethnographers link their findings to broader publics through activism, advocacy, and public policy?

Fall 2025: AMST BC3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3200	001/00221	T 12:10pm - 2:00pm 214 Milbank Hall	Lisa Jahn	4.00	7/15

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 BC3401 American Studies Methods: Archive Fever. 4.00 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

AMST BC3470 Oral History Methods # Praxis in American Studies. 3.00 points.

This course introduces students to the philosophy, ethics, and practice of oral history with specific emphasis on interview and transcription techniques and the use of oral history in interdisciplinary research and analysis. This course will also include instruction on the archival collection, preservation, description, and digitization of oral history interviews. Course themes include: Introduction to Oral History Foundations of Oral History Ethical and Legal Considerations (IRB, vulnerable populations, shared authority) Oral History Best Practices Oral History and Memory Interviewing Transcription and Metadata as Political Acts Oral History as Primary Sources in Research and Writing Community Oral History Oral History as Public History Oral History and Social Justice Oral History Online Oral History and Exhibitions/ Programming

Fall 2025: AMST BC3470

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3470	001/01099	Th 2:10pm - 4:00pm 405 Barnard Hall	Kimberly Springer	3.00	6/15

AMST BC3702 American Studies Senior Tutorial. 1.00 point.

This one-credit tutorial has been designed to assist American Studies seniors as they (1) clarify their scholarly commitments, (2) develop the research questions to be explored in their capstone seminars, (3) identify relevant archives and the methods needed to analyze those archives, and (4) develop a basic familiarity with the scholars and texts driving conversations about their research topic. Meetings alternate between one-on-one tutorials with the instructor and peer discussions. Assignments focus on explorations of ideas and literatures, culminating in a research proposal

AMST BC3703 Senior Seminar. 4 points.

Prerequisites: Enrollment limited to senior majors.

Individual research on topic related to major thematic concentration and preparation of senior thesis.

AMST BC3704 SENIOR RESEARCH ESSAY SEMINAR. 4.00 points.

Spring 2025: AMST BC3704

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3704	001/00031	T 2:10pm - 4:00pm 277 Barnard Hall	Jennie Kassanoff	4.00	8/7
AMST 3704	002/00032	T 2:10pm - 4:00pm 613 Milstein Center	Vrinda Condillac	4.00	9/7

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.

AMST BC3999 INDEPENDENT RESEARCH. 1.00-4.00 points.

Fall 2025: AMST BC3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 3999	001/01223	M 10:10am - 12:00pm Room TBA	Dani Joslyn	1.00-4.00	1/5

AMST GU4110 THE WEALTH OF NATIVES. 4.00 points.

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, while looking to Australia and Hawai'i. 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 GU4300 Latina/o/x NY. 4.00 points.

Latina/o/x populations constitute over 19% of the U.S. population as of 2020, one of the fastest growing groups in the U.S. with a long and rich history in the U.S. while maintaining transnational ties. In this course students are invited to critically analyze the social histories of and contemporary experiences of a diverse range of Latino/a/x populations from across the Americas. Over the course of the semester, we will discuss how Latino/a/x populations come to reside in and transform New York City, how Latina/o/x populations contend with everyday life and, how they shape and reshape the communities they resettle in. Although the focus is on New York City, we will also examine the movement of peoples from the Caribbean and Latin America. Topics include histories of migration, labor recruitment, citizenship, coloniality and racialization, neoliberalism and the rise of financialization in NYC, environmental racism, community formation and Latino/a/x political activism. We will critically examine a variety of text and genres ranging from anthropological, historical, poetry, documentary, films, media, and art to shift away from homogeneous categorization of Latino/a/x populations to understanding populations as dynamic and complex. Students are invited to bring their stories to class as this is a collaborative learning environment

Fall 2025: AMST GU4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 4300	001/00222	Th 2:10pm - 4:00pm 308 Diana Center	Lisa Jahn	4.00	10/15

AMST GU4500 Eugenics. 4.00 points.

For almost two hundred years, people around the world have sought to perfect society through scientifically directed breeding. Though often described as a thing of the past, contemporary life is suffused with fears over declining birth rates and dreams of producing perfect “designer babies.” In this class we will explore the long history of attempts to remake reproduction and regulate population across U.S. History (with some excursions into India and Germany), through a study of a range of interdisciplinary scholarship. Together, we will ask: why have panics around population emerged under specific circumstances, and who pushed them? How and why did eugenics explode into popularity at the turn of the century, and how was it adopted into and by various social movements? What, exactly, is (and was) eugenics? What is the relationship between it and earlier efforts to scientifically categorize and remake society? What role did it play in the development of twentieth-century politics? Why did states engage in campaigns of mass sterilization across the first half of the twentieth century? Why did they stop? How have different groups sought to remake reproduction since?

Fall 2025: AMST GU4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 4500	001/01158	M 4:10pm - 6:00pm 227 Milbank Hall	Dani Joslyn	4.00	5/16

Cross-Listed Courses

Africana Studies (Barnard)

CCIS BC1111 REAL TALK / REAL TIME. 1.00 point.

This course takes as its foundation the words of bell hooks: “When our lived experience of theorizing is fundamentally linked to processes of self-recovery, of collective liberation, no gap exists between theory and practice.” Over the course of this term, students will learn to embrace their responsibility as intellectuals in the largest sense. By recognizing current issues as sites of intersectional analysis, they will learn to merge their scholarly activities with public discussion and organizational activism. Working collaboratively, they will research topics of current import and, on that basis, organize two speaker events, thereby learning how public intellectual organizing engages both theory and practice

AFRS BC2006 INTRODUCTION AFRICAN DIASPORA. 3.00 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

Spring 2025: AFRS BC2006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 2006	001/00486	T Th 1:10pm - 2:25pm 223 Milbank Hall	Tamara Walker	3.00	23/25

AFRS BC3110 THE AFRICANA COLLOQUIUM. 4.00 points.

The Africana Studies Department offers special topics courses every year as colloquia. These colloquia provide opportunities for students to explore areas of particular interest within African Diasporic Studies in a seminar environment. Students earn 4 credits for these courses. There are multiple colloquia offered by the department every year. Some of the topics for these colloquia have included Critical Race Theory, Indian Ocean Diaspora, The New Black, Caribbean Women, and Black Shakespeare. As the topics change, students should check with the Chair of the Africana Studies Department if they have any questions about the topics for a particular academic year

Fall 2025: AFRS BC3110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3110	001/00165	W 4:10pm - 6:00pm 308 Diana Center	Celia Naylor	4.00	2/15

AFRS BC3120 History of African-American Music. 3 points.

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 THE ETHNOGRAPHIC IMAGINATION. 3.00 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.

Discussion section required

Spring 2025: ANTH UN2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2005	001/10836	T Th 2:40pm - 3:55pm 303 Uris Hall	Maria Jose de Abreu	3.00	22/60

ANTH UN3040 ANTHROPOLOGICAL THEORY. 4.00 points.

Open to majors; all others with instructor's permission.

Prerequisites: an introductory course in anthropology. Comprehensive and in-depth engagement with foundational and contemporary theoretical concepts and texts in Anthropology. Required of all Barnard students majoring in Anthropology (including specialized tracks). Permission of instructor required for non-majors. Not open to First Year students. Prerequisite: an introductory (1000 level) course in Anthropology

Fall 2025: ANTH UN3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3040	001/00782	M 10:10am - 12:00pm 306 Milbank Hall	Gina Jae	4.00	13/15
ANTH 3040	002/00783	W 12:10pm - 2:00pm 227 Milbank Hall	Gina Jae	4.00	13/15

ANTH UN3041 ANTHROPOLOGICAL THEORY II. 4.00 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*.

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 NYC. 4.00 points.

This course provides the aspiring anthropologist with an array of primarily qualitative methodological tools essential to successful urban fieldwork. As such, it is a practicum of sorts, where regular field assignments help build one's ability to record and analyze social behavior by drawing on several key data collection techniques. Because we have the luxury of inhabiting a large, densely populated, international city, this class requires that you take a head-first plunge into urban anthropology. The NYC area will define the laboratory for individually- designed research projects. Be forewarned, however! Ethnographic engagement involves efforts to detect social patterns, but it is often a self-reflexive exercise, too. Readings provide methodological, analytical, and personal insights into the skills, joys, and trials that define successful field research

Spring 2025: ANTH BC3868

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3868	001/00640	T 2:10pm - 4:00pm 501 Diana Center	Kaya Williams	4.00	30/35

ANTH V3907 Posthumanism. 4 points.

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

Not offered during 2024-2025 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 2024-2025 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 2024-2025 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 2024-2025 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 2024-2025 academic year.

Prerequisites: the instructor's permission.

Pursues the spectral effects of culture in the modern. Traces the ghostly remainders 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 2024-2025 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 V3976 Anthropology and Science. 4 points.**Not offered during 2024-2025 academic year.****ANTH V3980 Nationalism. 4 points.****Not offered during 2024-2025 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*.

Architecture (Barnard)**ARCH V3114 Making the Metropolis: Urban Design and Theories of the City since 1850. 3 points.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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. 3.00 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

CPLS V3950 Colloquium in Literary Theory. 4 points.

Prerequisites: Enrollment limited to 18.

Examination of concepts and assumptions present in contemporary views of literature. Theory of meaning and interpretation (hermeneutics); questions of genre (with discussion of representative examples); a critical analysis of formalist, psychoanalytic, structuralist, post-structuralist, Marxist, and feminist approaches to literature.

Dance (Barnard)**DNCE BC2565 WORLD DANCE HISTORY. 3.00 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 2025: DNCE BC2565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/00331	T Th 11:40am - 12:55pm 323 Milbank Hall	Seth Williams	3.00	39/42

DNCE BC2570 DANCE IN NEW YORK CITY. 3.00 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

Spring 2025: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/00332	M W 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3.00	20/20

DNCE BC2575 Choreography for the American Musical. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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 BC3001 HISTORY OF THEATRICAL DANCING. 3.00 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 2025: DNCE BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/00566	T Th 2:40pm - 3:55pm 202 Milbank Hall	Seth Williams	3.00	24/25

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

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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 2024-2025 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. 3.00 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

Fall 2025: ECON BC3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3011	001/00065	T Th 10:10am - 11:25am 323 Milbank Hall	Ashley Timmer	3.00	56/60

ECON BC3012 THE ECONOMICS OF EDUCATION. 3.00 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

Spring 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00803	T Th 1:10pm - 2:25pm 152 Horace Mann Hall	Randall Reback	3.00	31/45

Fall 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00066	T Th 1:10pm - 2:25pm 504 Diana Center	Randall Reback	3.00	43/60

ECON BC3013 Economic History of the United States. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

Fall 2025: ECON BC3013

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3013	001/00155	T Th 1:10pm - 2:25pm 207 Milbank Hall	David Weiman	3	25/40

ECON BC3019 LABOR ECONOMICS. 3.00 points.

Prerequisites: ECON BC3035, or permission of the instructor.

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

Fall 2025: ECON BC3019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3019	001/01105	M W 4:10pm - 5:25pm 328 Milbank Hall	John Park	3.00	33/45

ECON UN3265 MONEY AND BANKING. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 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

Spring 2025: ECON UN3265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3265	001/13553	T Th 2:40pm - 3:55pm 207 Mathematics Building	Tri Vi Dang	3.00	136/150

Education (Barnard)**EDUC BC3032 INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY. 4.00 points.**

Prerequisites: the instructor's permission. Open to all students, preference given to Urban Teaching, Ed Studies and Urban Studies. Enrollment limited to 15 students for each section.

Prerequisites: the instructors permission. Course enrollment will be determined after the first class meeting. Open to all students; preference given to Urban Teaching, Education Studies, and Urban Studies students. This course explores a broad continuum of educational policies, with a critical eye toward the impact these policies have on promoting equity and justice. Because no one course can do everything, our focus will be on educational policy in the United States. However, a major research assignment will be for you to do a critical analysis of one of these policies in the context of another country

EDUC BC3050 SCIENCE IN THE CITY. 4.00 points.

Prerequisites: the instructor's permission.

Prerequisites: the instructors permission. In partnership with the American Museum of Natural History students investigate science, science pedagogical methods, and ways to use 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

Fall 2025: EDUC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3050	001/00423	F 10:10am - 12:00pm 119 Milstein Center	Althea Hoard	4.00	10/20

English (Barnard)**ENGL BC3129 Explorations of Black Literature: Early African-American Lit. 1760-1890. 3 points.**

Not offered during 2024-2025 academic year.

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. 3.00 points.

Prerequisites: Enrollment limited to 14 students.

This entertaining and edifying lecture-not-unmixed-with conversation course will consider the icon of the American cowboy, with its signature embrace of masculinity, stoicism, elegiac music, and identification with nature. We will read Cormac McCarthy's dazzling Border Trilogy and other works that emerge from this icon, watch a curated series of cowboy movies, and write critical essays

Fall 2025: ENGL BC3130

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3130	002/01002	M W 2:40pm - 3:55pm 409 Barnard Hall	Margaret Ellsberg	3.00	26/39

ENTH BC3144 Black Theatre. 4 points.

Not offered during 2024-2025 academic year.

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. 3.00 points.

This course surveys American literature written before 1800.

While we will devote some attention to the literary traditions that preceded British colonization, most of our readings will be of texts written in English between 1620 and 1800. These texts—histories, autobiographies, poems, plays, and novels—illuminate the complexity of this period of American culture. They tell stories of pilgrimage, colonization, and genocide; private piety and public life; manuscript and print publication; the growth of national identity (political, cultural, and literary); Puritanism, Quakerism, and Deism; race and gender; slavery and the beginnings of a movement towards its abolition. We will consider, as we read, the ways that these stories overlap and interconnect, and the ways that they shape texts of different periods and genres

Fall 2025: ENGL BC3179

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3179	001/00510	M W 11:40am - 12:55pm 409 Barnard Hall	Lisa Gordis	3.00	11/35

ENGL BC3180 AMERICAN LITERATURE 1800-1870. 3.00 points.

Texts from the late Republican period through the Civil War explore a range of intersecting literary, political, philosophical, and theological issues, including the literary implications of American independence, the status of Native Americans, the nature of the self, slavery and abolition, gender and woman's sphere, and the Civil War. Writers include Washington Irving, Ralph Waldo Emerson, Walt Whitman, Henry David Thoreau, Frederick Douglass, Margaret Fuller, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, Harriet Jacobs, and Emily Dickinson

Spring 2025: ENGL BC3180

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3180	001/00180	M W 11:40am - 12:55pm 409 Barnard Hall	Lisa Gordis	3.00	23/30

ENGL BC3181 AMERICAN LITERATURE 1871-1945. 3.00 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, Twain, James, Griggs, Wharton, Faulkner, and Hurston alongside political and cultural materials including Supreme Court decisions, geometric treatises, composite photography and taxidermy

ENGL BC3182 American Fiction. 3 points.

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. 3.00 points.

Prerequisites: Enrollment limited to 56 students.

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

Fall 2025: ENGL BC3183

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3183	001/00511	M W 1:10pm - 2:25pm 409 Barnard Hall	Maura Spiegel	3.00	26/30

ENGL BC3196 HARLEM RENAISSANCE LITERATURE. 4.00 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 20 students.

In the summer of 2021, Home to Harlem will focus on the writing and collaboration of Zora Neale Hurston and Langston Hughes in the 1920s. We will explore the cultural history and aesthetic debates that animated Harlem in the 1920s by reading them through the work (poetry, fiction, essays, plays) of Barnard and Columbia's own, who, for a time juggled student life in Morningside Heights and the joys and challenges of being major players in the Harlem or New Negro Renaissance. Hurston and Hughes navigated the demands of being an artist and representative of "the race" in both similar and different ways. They worked together to shape the Renaissance according to their radical visions and were friends and collaborators until they famously fell out. The goal of this class is to plot the individual and collective artistic growth and experimentation of Hurston and Hughes, as well as create a digital timeline and rendering of their individual and collaborative development. To that end, this class will use either or both of the digital tools Scalar and Timeline.js in creative and collaborative ways. The class will partner with the Digital Humanities Center at Barnard for workshops on these digital tools that will be linked to all of the course assignments and final projects. No prior experience with these tools is necessary.

Environmental Science (Barnard)**EESC BC3040 ENVIRONMENTAL LAW. 3.00 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 2025: EESC BC3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3040	001/00480	F 8:40am - 11:10am 119 Milstein Center	Dana Neacsu	3.00	20/30

Human Rights Studies (Barnard)**HRTS BC1025 HUM RGTS IN THEORY# PRACTICE. 3.00 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 2025: HRTS BC1025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 1025	001/00158	T Th 4:10pm - 5:25pm LI003 Barnard Hall	Widney Brown	3.00	61/60

Fall 2025: HRTS BC1025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 1025	001/00011	T Th 11:40am - 12:55pm 418 Barnard Hall	Widney Brown	3.00	57/60

HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS. 3.00 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 2025: HRTS UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3001	001/10242	M W 2:40pm - 3:55pm 104 Jerome L Greene Hall	Andrew Nathan	3.00	130/150

History (Barnard)**HIST BC1402 INTRODUCTION TO AMERICAN HISTORY SINCE 1865. 4.00 points.**

Examines the major social, political, economic, and intellectual transformations from the 1860s until the present, including industrialization and urbanization, federal and state power, immigration, the welfare state, global relations, and social movements

Fall 2025: HIST BC1402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1402	001/00037	M W 2:40pm - 3:55pm 152 Horace Mann Hall		4.00	59/60

HIST BC2413 UNITED STATES 1940-1975. 3.00 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 2025: HIST BC2413

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2413	001/00042	M W 11:40am - 12:55pm 304 Barnard Hall	Mark Carnes	3.00	172/200

HIST BC2424 Approached by Sea: Early American Maritime Culture. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 UN2010 ROCK. 3.00 points.**

How did Elvis become the "King of Rock'n'Roll" instead of, for example, Chuck Berry? Who are LaVern Baker, Sister Rosetta Tharpe, and Etta James and what do they have to do with rock and roll? Why and how did "rock and roll" become "rock"? What are the relationships among rock, rhythm and blues, soul, and funk? What do classical music composers such as J.S. Bach, Modest Mussorgsky, and Philip Glass have to do with rock? How many times has rock "died"? What is rock music's relevance both historically and today? This course will introduce you to popular music studies, a field of inquiry that draws scholars from a number of different disciplines, including musicology, sociology, philosophy, anthropology and literature. Examining rock music in an interdisciplinary way has opened the genre to increasing attention beyond musicological methodologies and assumptions. First, however, we must ask some fundamental questions: for instance, what, exactly, is popular music as well as, importantly, what differentiates rock music from other genres? Our definitions will reveal some of the assumptions we bring to any discussion of popular music. Throughout this semester, we will question our assumptions about rock music culture through an investigation into a series of keywords. Each keyword will focus our attention on various aspects of rock music in order to think through the complexities of what might, on the surface, seem self-evident. Terms such as "genre" or "the everyday" will be examined to help us gain critical analytical tools with which to assess various rock music productions, artists, and processes

MUSI UN2016 JAZZ. 3.00 points.

The musical and cultural features of jazz, beginning in 1900

MUSI UN2020 SALSA, SOCA # REGGAE. 3.00 points.

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 V3420 The Social Science of Music. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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 W4507 The New Thing: Jazz 1955-1980. 0 points.

Not offered during 2024-2025 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 GU4420 MUSIC AND PROPERTY. 3.00 points.

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 # FEMINISM. 3.00 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 UN1201 INTRO TO AMERICAN POLITICS. 4.00 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

Spring 2025: POLS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1201	001/13392	M W 8:40am - 9:55am 207 Mathematics Building	Michael Pomirchy	4.00	103/150

POLS BC3254 FIRST AMENDMENT VALUES. 3.00 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.
Prerequisites: POLS W1201 or an equivalent. Not an introductory course. Not open to students who have taken the colloquium POLS BC3302. 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 2025: POLS BC3254

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3254	001/00329	M 4:10pm - 6:00pm 323 Milbank Hall	Paula Franzese	3.00	59/60

POLS V3212 Environmental Politics. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOCI).

Prerequisites: None. Some knowledge of American politics and government (i.e. prior high school or college coursework) is recommended. [Barnard syllabus.](#) "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.)

POLS V3313 American Urban Politics. 3 points.

Not offered during 2024-2025 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 2024-2025 academic year.

Prerequisites: POLS W1201 or the [equivalent](#). [Admission by application](#) through the Barnard department only. Enrollment limited to 16 students. [Barnard syllabus.](#)
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 2024-2025 academic year.

Prerequisites: POLS W1201 or the [equivalent](#). [Admission by application](#) through the Barnard department only. Enrollment limited to 16 students. [Barnard syllabus.](#)
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 #CIVIL LIBERTIES. 3.00 points.

Prerequisites: POLS W1201 or the equivalent. 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. Barnard syllabus. 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 2025: POLS BC3521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3521	001/00008	M 4:10pm - 6:00pm 418 Barnard Hall	Paula Franzese	3.00	35/60

POLS W4316 The American Presidency. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: POLS W1201 or any course that qualifies for the the introductory-level American Politics course. [Barnard syllabus.](#) \n \n "L" sign-up through eBear.

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 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

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 V3610 Religion in American Film. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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 evangelicalism, its theology, and the cultural and political involvement of American evangelicals.

RELI W4610 Science, Nature, and Religion in 20th Century America. 4 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA).

Not offered during 2024-2025 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 W4614 Defining Marriage: A History of Marriage in the United States. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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 2024-2025 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. 3.00 points.**

An examination of the diverse values, meanings and identities that comprise American pluralism, the moral and political clashes and communities that emerge from them, and the sociological concepts that make sense of them. Part One explores larger macro-themes (American exceptionalism; individualism and community; religion and secularism; pleasure and restraint in post-Puritan America; race, immigration and identity). Part Two explores the interplay between these large themes and cultural polarization in post-Trump America, with special focus on the cultural forces at play in the 2024 presidential election: red states, blues states and cultural sorting; changing conceptions of liberalism and conservatism; class divisions and the global rise of cultural populism; the concept of "epistemic tribes" and media silos; fights over religion and race, sexuality and family; the current war on "wokeness" and the debate on free expression

Fall 2025: SOCI UN2208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 2208	001/00306	T Th 1:10pm - 2:25pm 302 Barnard Hall	Jonathan Rieder	3.00	30/45

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 2024-2025 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 2024-2025 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 2024-2025 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. 4.00 points.

Prerequisites: One introductory course in Sociology suggested. Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on contemporary American activism. Cases include the Southern civil rights movement, Black Lives Matter, contemporary feminist mobilizations, LGBTQ activism, immigrant rights and more recent forms of grassroots politics

Fall 2025: SOCI UN3235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3235	001/00323	T Th 10:10am - 11:25am 207 Milbank Hall	Debra Minkoff	4.00	20/30

SOCI V3247 The Immigrant Experience, Old and New. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2024-2025 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 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 W3277 Post-Racial America?. 3 points.

Not offered during 2024-2025 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.

Fall 2025: SOCI UN3302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3302	001/00325	M W 1:10pm - 2:25pm 302 Barnard Hall	Nic Rios	3	23/45

SOCI V3318 The Sociology of Sexuality. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Not offered during 2024-2025 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 2024-2025 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 UN3901 The Sociology of Culture. 4 points.

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.

Spring 2025: SOCI UN3901					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3901	001/00127	T 4:10pm - 6:00pm 119 Milstein Center	Jonathan Rieder	4	14/15
Fall 2025: SOCI UN3901					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3901	001/00850	T 4:10pm - 6:00pm 318 Milbank Hall	Jonathan Rieder	4	14/15

SOCI BC3903 Work and Culture. 4 points.
Not offered during 2024-2025 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 BC3909 Ethnic Conflict and Unrest. 4 points.
Not offered during 2024-2025 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 2024-2025 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 (SP). 3.00 points.

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-siecle 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

Spring 2025: SPAN UN3350					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/00541	T Th 11:40am - 12:55pm 237 Milbank Hall	Ronald Briggs	3.00	17/15
SPAN 3350	002/17346	M W 1:10pm - 2:25pm 303 Hamilton Hall	Javiera Irribarren Ortiz	3.00	15/15
SPAN 3350	003/17347	T Th 2:40pm - 3:55pm 253 International Affairs Bldg	Maria Agustina Battezzati	3.00	10/15
SPAN 3350	004/17348	T Th 10:10am - 11:25am 413 Hamilton Hall	Miguel Angel Blanco Martinez	3.00	14/17
Fall 2025: SPAN UN3350					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/00492	T Th 11:40am - 12:55pm 203 Diana Center	Ronald Briggs	3.00	16/15
SPAN 3350	003/12028	T Th 10:10am - 11:25am 206 Casa Hispanica	Graciela Montaldo	3.00	17/15

Theatre (Barnard)

THTR V2002 New York Theatre. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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 # PERFORMANCE. 4.00 points.

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 and Performance in an era of cultural contestation. What is united about the United States? How are the important claims of cultural difference related to the intercultural claims of shared community? Is there a place for historical continuity in the modernist pursuit of change? How have these issues been addressed in the emergence and development of modern drama and performance in America? Questions such as these will be addressed in the context of theatrical exploration, performance history, and social change. Canonical and experimental playwrights include Rachel Crothers, Susan Glaspell, Georgia Douglas Johnson, Eugene O'Neill, Clifford Odets, Thornton Wilder, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, Suzan-Lori Parks, Sarah Ruhl, and Dominique Morisseau

ENTH BC3144 Black Theatre. 4 points.
Not offered during 2024-2025 academic year.

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 UN3151 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2. 4.00 points.

This course undertakes a dialectical approach to reading and thinking about the history of dramatic theatre, interrogating the ways writing inflects, and is inflected by, the material dynamics of performance in the modern era. Course undertakes careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative performances in theatres globally; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance.

Topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, the politics of intercultural performance, and the dynamics of emerging forms and critical practices of performance analysis. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) lecture requirements for Theatre/Drama and Theatre Arts majors

Spring 2025: THTR UN3151

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3151	001/00411	M W 10:10am - 11:25am 203 Diana Center	Yizhou Huang	4.00	34/40

Urban Studies

URBS V3420 Introduction to Urban Sociology. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

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 UN3545 JUNIOR SEMINAR IN URBAN STUDIES. 4.00 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.

Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section. Introduction to the historical process and social consequences of urban growth, from the middle of the nineteenth century to the present

Fall 2025: URBS UN3545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3545	001/00246	T 4:10pm - 6:00pm 119 Milstein Center	Maricarmen Hernandez	4.00	10/16
URBS 3545	002/00247	T 4:10pm - 6:00pm 306 Milbank Hall	Angela Simms	4.00	10/16

URBS UN3546 JUNIOR SEMINAR IN URBAN STUDIES. 4.00 points.

Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section.

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

Spring 2025: URBS UN3546

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3546	001/00450	T 12:10pm - 2:00pm 225 Milbank Hall	Christian Siener	4.00	12/16

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.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I).

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 UN1001 INTRO-WOMEN # GENDER STUDIES. 3.00 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 2025: WMST UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1001	001/11783	M W 6:10pm - 7:25pm 313 Fayerweather	Shuli Branson	3.00	73/75

WMST BC3121 Black Women in America. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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. 4.00 points.

Prerequisites: Enrollment limited to 18 students. Prerequisites: Enrollment limited to 18 students. History and politics of womens involvement with science. Womens 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 FEMINIST THEORY. 4.00 points.

Prerequisites: Feminist Texts I, or II, and the instructor's permission. This course explores the formation of desire, sexuality, and subjectivity through the frameworks of feminist epistemologies (the question of what we can know) and feminist ethics (the question of how to be responsible within our relationships and local and global communities). We will reflect on the tension between the limits of what we can know about ourselves and others and the imperative to care for each other and remain accountable for our individual and collective actions and inaction. We will investigate how our deepest emotions, intimate encounters, and secret fantasies are formed by larger social and political contexts. In turn, we will also question how these intimate relationships with ourselves and our companions may be seen as feminist acts of resistance, disruption, and creation. Objective I: to closely engage diverse feminist perspectives in late-twentieth- and twenty-firstcentury phenomenology, existentialism, Marxism, queer theory, critical race theory, and psychoanalysis. Objective II: to begin to locate your own feminist perspective within the intersection of your unique experiences and the larger historical and social contexts that form you and which you may seek to transform

Fall 2025: WMST UN3311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3311	001/00158	Th 4:10pm - 6:00pm 308 Diana Center	Marisa Solomon	4.00	15/15

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.

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 2024-2025 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 W4308 SEXUALITY AND SCIENCE. 4.00 points.

WMST W4309 SEX, GENDER & TRANSGENDER QUERIES. 4.00 points.

WMST W4320 Queer Theories and Histories. 4 points.

Enrollment limited to 20. **Not offered during 2024-2025 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, Anzaldúa, Moraga, Smith. Students will present, and then write up, research projects of their own choosing.

Anthropology

Department website: <https://anthropology.barnard.edu>

411 Milbank Hall

212-854-9389

Faculty 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, tacking 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.

For a list of other officers of the University offering courses in Anthropology, please see the Columbia Anthropology Department website: <https://anthropology.columbia.edu/content/faculty-directory>

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.

There are three tracks. For more information, please visit the Anthropology website: <https://anthropology.barnard.edu/majoring-anthropology>

Eleven courses are required for the major, including:

ANTH UN1002	THE INTERPRETATION OF CULTURE	3
Select one of the following introductory courses:		
ANTH UN1007	THE ORIGINS OF HUMAN SOCIETY	3
ANTH UN1008	THE RISE OF CIVILIZATION	3
ANTH UN1009	INTRO TO LANGUAGE & CULTURE	3
EEEB UN1010	HUMAN ORIGINS & EVOLUTION	3
ANTH UN3040	ANTHROPOLOGICAL THEORY	4
ANTH BC3871	SENIOR THESIS SEMINAR I (Offered Fall Semester)	4
ANTH BC3872	SENIOR THESIS SEMINAR II (Offered Spring Semester)	4

Select six 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 and in socio-cultural anthropology take ANTH BC3868 ETHNOGRAPHIC FIELD RESEARCH IN NYC (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 I—ANTH BC3872 SENIOR THESIS SEMINAR II).

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 I—ANTH BC3872 SENIOR THESIS SEMINAR II.

Requirements for the Minor

The minor consists of five courses:

ANTH UN1002 THE INTERPRETATION OF CULTURE

Select one of the following introductory courses:

ANTH UN1007 THE ORIGINS OF HUMAN SOCIETY

ANTH UN1008 THE RISE OF CIVILIZATION

ANTH UN1009 INTRO TO LANGUAGE # CULTURE

EEEB UN1010 HUMAN ORIGINS # EVOLUTION

Select three other Anthropology courses, two of which must be 3000-level.

Course Offerings:

ANTH UN1002 THE INTERPRETATION OF CULTURE. 3.00 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

Spring 2025: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/10586	M W 10:10am - 11:25am 309 Havemeyer Hall	Naor Ben-Yehoyada	3.00	49/120

Fall 2025: ANTH UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1002	001/00933	M W 8:40am - 9:55am 263 Macy Hall	Clare Casey	3.00	36/60
ANTH 1002	002/00932	M W 10:10am - 11:25am 263 Macy Hall	Clare Casey	3.00	35/60

ANTH UN1007 THE ORIGINS OF HUMAN SOCIETY. 3.00 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

Fall 2025: ANTH UN1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1007	001/00110	T Th 11:40am - 12:55pm LI003 Barnard Hall	Camilla Sturm	3.00	44/118

ANTH UN1008 THE RISE OF CIVILIZATION. 3.00 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

Corequisites: ANTH UN1108 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

Spring 2025: ANTH UN1008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1008	001/17254	T Th 11:40am - 12:55pm 402 Chandler	Clarence Gifford	3.00	78/100

ANTH UN1009 INTRO TO LANGUAGE # CULTURE. 3.00 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

Spring 2025: ANTH UN1009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1009	001/00645	M W 10:10am - 11:25am LI003 Barnard Hall	Elizabeth Green	3.00	40/90

ANTH UN3040 ANTHROPOLOGICAL THEORY. 4.00 points.

Open to majors; all others with instructor's permission.

Prerequisites: an introductory course in anthropology. Comprehensive and in-depth engagement with foundational and contemporary theoretical concepts and texts in Anthropology. Required of all Barnard students majoring in Anthropology (including specialized tracks). Permission of instructor required for non-majors. Not open to First Year students. Prerequisite: an introductory (1000 level) course in Anthropology

Fall 2025: ANTH UN3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3040	001/00782	M 10:10am - 12:00pm 306 Milbank Hall	Gina Jae	4.00	13/15
ANTH 3040	002/00783	W 12:10pm - 2:00pm 227 Milbank Hall	Gina Jae	4.00	13/15

ANTH UN3041 ANTHROPOLOGICAL THEORY II. 4.00 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*.

ANTH UN3831 Cultures and Economies: Explorations in Economic Anthropology. 4 points.

Enrollment limited to 15. Priority given to juniors and seniors

This class explores the intersection of economy, culture, and society from a comparative, anthropological perspective. What have anthropologists learned about the different economic systems of the societies they study? How do economic practices and processes interact with the broader sociocultural worlds in which they are pursued and elaborated? What kind of concepts and methods do anthropologists draw on in their ethnographic (and archeological) researches into the diversity of human economic life? By reading classic and contemporary works in the field of economic anthropology, this class introduce students to longstanding discussions and debates about: economic rationality as a social form; the application of economic principles and methods to non-marketized societies; the nature of exchange and value; the sociocultural dimensions of monetarization and marketization; the role of gender and class in economic production; and the paradoxes of private property in everyday lives. Anthropology and economics have maintained a long and productive, if often combative, relationship with one another, and one of the aims of the course is to explore that relationship from a number of critical perspectives.

ANTH BC3871 SENIOR THESIS SEMINAR I. 4.00 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

Fall 2025: ANTH BC3871

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3871	001/00777	M 2:10pm - 4:00pm 203 Diana Center	Camilla Sturm, Elizabeth Green, Clare Casey, Nadia Abu El-Haj, Gina Jae	4.00	28/36
ANTH 3871	002/00939	M 2:10pm - 4:00pm 913 Milstein Center		4.00	0/7
ANTH 3871	003/00940	M 2:10pm - 4:00pm Room TBA		4.00	0/7
ANTH 3871	004/00941	M 2:10pm - 4:00pm Room TBA		4.00	0/7
ANTH 3871	005/00942	M 2:10pm - 4:00pm Room TBA		4.00	0/7
ANTH 3871	006/00943	M 2:10pm - 4:00pm Room TBA		4.00	0/7

ANTH BC3872 SENIOR THESIS SEMINAR II. 4.00 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

Spring 2025: ANTH BC3872

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3872	001/00639	M 4:10pm - 6:00pm 502 Diana Center	Gina Jae, Clare Casey, Fern Thompson, Elizabeth Green, Camilla Sturm	4.00	29/32

EEEB UN1010 HUMAN ORIGINS # EVOLUTION. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Lab fee: \$25. Taught every fall.

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

Fall 2025: EEEB UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 1010	001/13625	M W 11:40am - 12:55pm 602 Hamilton Hall	Jill Shapiro	3.00	32/86
EEEB 1010	AU1/17983	M W 11:40am - 12:55pm Othr Other	Jill Shapiro	3.00	4/4

ANTH V3810 Madagascar. 4 points.

Enrollment limit is 15. **Not offered during 2024-2025 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 2024-2025 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 legitimation 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 rhetorics as a means of illustrating and exploring various themes.

ANTH UN3861 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".

Spring 2025: ANTH UN3861

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3861	001/00647	M 6:10pm - 8:00pm 113 Milstein Center	Patrick Nason	4	6/15

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

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

Not offered during 2024-2025 academic year.

ANTH BC3868 ETHNOGRAPHIC FIELD RESEARCH IN NYC. 4.00 points.

This course provides the aspiring anthropologist with an array of primarily qualitative methodological tools essential to successful urban fieldwork. As such, it is a practicum of sorts, where regular field assignments help build one's ability to record and analyze social behavior by drawing on several key data collection techniques. Because we have the luxury of inhabiting a large, densely populated, international city, this class requires that you take a head-first plunge into urban anthropology. The NYC area will define the laboratory for individually- designed research projects. Be forewarned, however! Ethnographic engagement involves efforts to detect social patterns, but it is often a self-reflexive exercise, too. Readings provide methodological, analytical, and personal insights into the skills, joys, and trials that define successful field research

Spring 2025: ANTH BC3868

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3868	001/00640	T 2:10pm - 4:00pm 501 Diana Center	Kaya Williams	4.00	30/35

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 2024-2025 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.

Fall 2025: ANTH UN3921

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3921	001/12477	W 10:10am - 12:00pm 963 Ext Schermerhorn Hall	David Scott	4	10/15

ANTH V3922 The Emergence of State. 4 points.

Not offered during 2024-2025 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 ANIME EFFECT: JAPANESE MEDIA. 4.00 points.

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. Prerequisites: the instructor's permission

Spring 2025: ANTH UN3939

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3939	001/11052	T 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Marilyn Ivy	4.00	12/15

Fall 2025: ANTH UN3939

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3939	001/13670	M 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Marilyn Ivy	4.00	8/15

ANTH UN3946 African Cultural Production. 4 points.

Enrollment limited to 15.

Prerequisites: Permission of the instructor required.

This course examines new African popular music, fashion, film, and visual arts through course readings, film, and current exhibits and events in NYC.

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 UN3970 BIOL BASIS OF HUMAN VARIATION. 4.00 points.

Enrollment limited to 15.

Prerequisites: ANEB V1010 and the instructor's permission.

Prerequisites: ANEB UN1010 and the instructor's permission.

Biological evidence for the modern human diversity at the molecular, phenotypical, and behavioral levels, as distributed geographically

ANTH V3977 Trauma. 4 points.

Enrollment limited to 20. **Not offered during 2024-2025 academic year.**

Prerequisites: Instructor's permission.

Investing trauma from interdisciplinary perspectives, the course explores connections between the interpersonal, social, and political events that precipitate traumatic reactions and their individual and collective ramifications. After examining the consequences of political repression and violence, the spread of trauma within and across communities, the making of memories and flashbacks, and the role of public testimony and psychotherapy in alleviating traumatic reactions.

ANTH V3979 Fluent Bodies. 4 points.

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

Not offered during 2024-2025 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 2024-2025 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 Coley's *Britons*; 6) Peter Sahlin'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 2024-2025 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 2024-2025 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:TANGLED HIST-BIOL CONCEPT. 4.00 points.

Enrollment limited to 15. Priority given to EBHS majors/concentrators.

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 fulfill the SC requirement at the College or GS.

Spring 2025: EEEB GU4700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4700	001/15090	M W 4:10pm - 6:00pm 652 Schermerhorn Hall	Jill Shapiro	4.00	10/12

Other Offerings Not Taught This Year:

ANTH V3853 Moving Truths: The Anthropology of Transnational Advocacy Networks. 4 points.

Not offered during 2024-2025 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—effective 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 2024-2025 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 2024-2025 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 2024-2025 academic year.

ANTH W3201 Introductory Survey of Biological Anthropology. 4 points.

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

Not offered during 2024-2025 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 2024-2025 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 2024-2025 academic year.

ANTH V3820 Theory and Method in Archaeology. 4 points.

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

Not offered during 2024-2025 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 2024-2025 academic year.

ANTH V3903 Cities: Ethnoarchaeology, Archaeology and Theory. 4 points.

Enrollment limited to 20, plus instructor's permission required. **Not offered during 2024-2025 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 2024-2025 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 2024-2025 academic year.**

Prerequisites: Introduction to Archaeology or permission of the instructor required.

ANTH V3940 Ethnographies of the Mid East. 4 points.
Not offered during 2024-2025 academic year.

Prerequisites: Previous enrollment in an Anthropology course. Sophomore standing. Enrollment limited to 20 students. Explores 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 UN3661 South Asia: Anthropological Approaches. 4 points.
 This course draws on ethnography, history, fiction, and other genres to think about diverse peoples and places in the region known as South Asia. Rather than attempt to fix or define "South Asia" as a singular category, we will explore how particular social and scholarly categories through which dimensions of South Asian life have come to be known (such as caste, class, religion, gender, sexuality, disability, and kinship) are experienced, negotiated, and reworked by actual persons in specific situations. By examining both categories and practices, we will ask: What kinds of relationships exist between the messiness of everyday life and the classifications used by both scholars and "local" people to describe and make sense of it? How do scholarly and bureaucratic ideas not merely reflect but also shape lived realities? How do lived realities affect the ways in which categories are named and understood? In addressing such questions, categories sometimes thought of as stable or timeless emerge as, in fact, contingent and embodied.

ANTH V3943 Youth and Identity Politics in Africa. 4 points.
 Enrollment limited to 15. **Not offered during 2024-2025 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 V3951 Pirates, Boys, and Capitalism. 4 points.
Not offered during 2024-2025 academic year.

ANTH V3952 Taboo and Transgression. 4 points.
 Instructor's permission is required. **Not offered during 2024-2025 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 2024-2025 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.
 BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2024-2025 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 2024-2025 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 2024-2025 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 2024-2025 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 2024-2025 academic year.

ANTH W4002 Controversial Topics in Human Evolution. 3 points.

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

Not offered during 2024-2025 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 2024-2025 academic year.**

Prerequisites: junior standing.

ANTH W4022 Political Ecology. 3 points.

Enrollment limit is 15. **Not offered during 2024-2025 academic year.**

Prerequisites: the instructor's permission.

Analyzes global, national, and local environment issues from the critical perspectives of political ecology. Explores themes like the production of nature, environmental violence, environmental justice, political decentralization, territoriality, the state, and the conservation interventions.

ANTH W4625 Anthropology and Film. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL), BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 academic year.

ANTH V3899 Food, Ecology, Globalization. 4 points.

Enrollment limited to 20. **Not offered during 2024-2025 academic year.**

Prerequisites: the instructor's permission.

EEEB UN3204 Dynamics of Human Evolution. 4 points.

CC/GS: Partial Fulfillment of Science Requirement

Enrollment limited to 13. Priority is given to EBHS majors/concentrators.

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.]

ANTH UN3947 TEXT, MAGIC, PERFORMANCE. 4.00 points.

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

Prerequisites: the instructor's permission.

Prerequisites: the instructors permission. This course pursues interconnections linking text and performance in light of magic, ritual, possession, narration, and related articulations of power. Readings are drawn from classic theoretical writings, colonial fiction, and ethnographic accounts. Domains of inquiry include: spirit possession, trance states, séance, ritual performance, and related realms of cinematic projection, musical form, shadow theater, performative objects, and (other) things that move on their own, compellingly. Key theoretical concerns are subjectivity - particularly, the conjuring up and displacement of self in the form of the first-person singular I - and the haunting power of repetition. Retraced throughout the course are the uncanny shadows of a fully possessed subject –within ritual contexts and within everyday life

Spring 2025: ANTH UN3947

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3947	001/10591	M 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	John Pemberton	4.00	16/17

EEEB UN3215 FORENSIC OSTEOLOGY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Taught every other year. Enrollment limited to 15. Priority given at first class session to EBHS majors/concentrators.

Prerequisites: no prior experience with skeletal anatomy required. Not appropriate for students who have already taken either *EEEB G4147* or *EEEB G4148*.

Prerequisites: no prior experience with skeletal anatomy required. Not appropriate for students who have already taken either *EEEB GU4147* or *EEEB GU4148*. 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

Architecture

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Chair and Director of Undergraduate Studies in Architecture:

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Rachel Garcia-Grossman

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The Study of 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 the built environment 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 takes full advantage of our location within New York City, utilizing it as a site for many design and research projects that explore the social, cultural, and environmental histories that have shaped the city. Architecture students study with peers from countries around the world in one of the most diverse cities in the world. A large majority of 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, Medicine, Media and Communications, and other related design fields such as Industrial and Fashion Design.

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.

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.

Programs of Study

There are a few distinctions between the opportunities for students at Barnard College, Columbia College, Columbia Engineering, and the School of General Studies to study architecture at an undergraduate level.

Barnard College students can major in [Architecture](#) (also referred to as the studio major), major in the [History and Theory of Architecture](#), or minor in [Architecture](#) through our department.

Columbia College students can major or minor in [Architecture](#) through our department. Columbia students who wish to pursue the History and Theory of Architecture major can do so through Columbia's Department of Art History and Archaeology.

The School of General Studies students can major or minor in [Architecture](#) through our department. General Studies students who wish to pursue the History and Theory of Architecture major can do so through Columbia's Department of Art History and Archaeology.

Columbia Engineering students may complete a minor in [Architecture](#).

Student Advising Advising Resources

Advising Appointments

Our department offers weekly advising appointments for students who are interested in our courses and potentially pursuing an architecture major or minor. If you have any questions or need help interpreting departmental requirements for the [major or minor](#), please [sign up for an appointment](#) with one of our faculty advisors. [Faculty advising appointments](#) are offered throughout the fall and spring and are open to anyone who is interested in learning more about our department. During the summer break, current and prospective students are instead invited to submit their questions by email to architecture@barnard.edu.

Major and Minor Advising

After a student has officially declared their major in architecture, they will be assigned a faculty advisor in our department who will meet with them once per semester to review their progress in the major. Although students who minor in architecture are not formally assigned to a faculty advisor, we welcome and encourage our minors to [meet with our faculty advisors](#) to address any questions and to refer to the Minor Requirements Worksheet.

Major and Minor Requirements Worksheets

Major and minor worksheets are intended to help students plan their coursework and the completion of their program of study. You can download major and minor worksheets [here](#).

The Architecture Department Newsletter

Our department distributes a biweekly newsletter for architecture students. Students who are enrolled in one of our courses or who have declared the major in architecture are automatically subscribed to this newsletter. Those who are not in our courses and wish to subscribe to our newsletter can do so [here](#).

Architecture Program Planning Meetings

Our department hosts two program planning meetings per year, one in October and another in April. At these meetings, students can learn about our course offerings, the course application process, and the major and minor requirements. Information about upcoming program planning meetings can be found on our [website's events calendar](#).

Guidance for First-Year Students

For first-year students who are interested in architecture and design, we offer the following courses, which prioritize first-year students:

[ARCH UN1005 Make Lab](#)

[ARCH UN1010 Design Futures: New York City](#)

[ARCH UN1030 The City: Thinking with the Urban Built Environment](#)

In addition to the above courses, first-year students are encouraged to refer to our [program planning lists](#) and review any lecture courses that can count towards the architecture major and minor requirements. First-year students are discouraged from applying for admission to our introductory-level studios Architectural Design: Systems and Materials or Architectural Design: Environments and Mediations; these courses are more appropriate for second and third-year students, and those students will be given priority for admission to these studios. Similarly, our required lecture course for the major, ARCH UN3117 Modern Architecture in the World, can be taken at any time but is generally recommended for the sophomore year as a companion course to the first two studios.

Please note that first-year students interested in majoring in architecture should not enroll in ARCH UN1020 Introduction to Architectural Design & Visual Culture, as this course is intended for third and fourth-year students minoring in architecture or non-majors interested in an architecture studio. This course will not count toward the architecture major.

To learn more about our courses and department, first-year students are strongly encouraged to sign up for our [faculty advising appointments](#).

Enrolling in Courses

Course Applications

Many architecture courses require an application. To receive full consideration for admission, you must fill out the course application in advance and also join the online course waitlist during an early registration period.

Please note that our department will only review applications and process admissions during specific weeks, with priority given to those who apply and join the waitlists during one of the early registration periods.

Admission to our courses is at the discretion of the department and instructor. If a student is admitted from the waitlist, their status on SSOL will change to "Approved." The transition from the waitlist to the class list will occur automatically overnight.

Due to very limited space in our courses, it is possible that a student who has applied and joined the waitlist during an early registration window will remain on the waitlist until the start of classes. Once the semester begins, students who remain on the waitlist for any of our courses must attend the first class session and speak with the instructor to inquire about available spots.

To learn more about our course application process, please visit our [website](#).

Preparation for Graduate Study

Students who wish to pursue graduate study in architecture or related fields are strongly encouraged to sign up for our faculty [advising appointments](#) in their junior or senior year.

Coursework Taken Outside of Barnard (For Barnard Students Only)

Our department offers studio, lecture, seminar, and project-based courses that can be counted toward a major or minor in architecture. Courses taught by our department are often supplemented by courses from other departments, colleges, and schools at Columbia University, such as the Columbia Art History Department, the Barnard Art History Department, and the Barnard and Columbia Urban Studies Program. Some courses taught at The Graduate School of Architecture, Planning, and Preservation (GSAPP) may also be approved to count toward the architecture major or minor each term.

Before each semester begins, our department reviews all upcoming undergraduate courses and publishes a list of classes that fulfill the requirements for the architecture major and minor. These lists, known as 'Program Planning Lists,' are typically released a semester in advance at our program planning meetings.

Once available, our Program Planning Lists are uploaded to [this page](#) on our website.

Additionally, our department reviews all upcoming graduate courses at the GSAPP that are open for cross-registration by undergraduate students and publishes a list detailing how those courses can fulfill the architecture major and minor requirements. This list, known as the [B+CJA List of GSAPP Courses Approved for the Architecture Majors and Minor](#), undergoes updates each semester and is always published during the first week of classes.

Once available, our list of approved GSAPP courses is uploaded to [this page](#) on our website.

If you have any questions about using either of these lists, or questions about other courses at CU, please [schedule an appointment](#) with one of our faculty advisors.

Advanced Placement Credit

Our department does not grant any course exemptions for AP or other exam scores.

Columbia College Courses

Select courses offered at Columbia University may be used for credit toward the major or minor. These courses have been approved by the Department Chair and are noted on our [‘Program Planning Lists’](#) each semester. Architecture majors may request consideration for courses beyond this list in fulfilling their ‘Specialization’ within the major—this process is done through consultation with their major advisor.

Transfer Credit

When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar’s Office. If those courses are approved for transfer credit, departments can consider whether these courses fulfill specific requirements for the major. Typically, no more than a total of three courses taken outside Barnard College and Columbia University are approved as courses satisfying the major.

The use of transfer courses toward the major requirements is determined on a case-by-case basis. Typically these are used in the ‘Specialization’ category within the major. The architecture department doesn’t accept transfer credit toward the minor.

Students requesting a review of up to three courses toward major requirements that are from their approved transfer credits should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

Study Abroad Credit

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia’s Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.

Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor. Typically, no more than 3 study abroad courses (toward a maximum of three total courses taken outside of Barnard College or Columbia University) will be allowed to fulfill the major requirements. All courses for the minor are to be CU courses.

To use a study abroad course toward the major or minor (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Department Chair. Students majoring in architecture must also meet with their major advisor to discuss how to apply any courses taken abroad to their major requirements.

Additionally, students requesting a review of up to three study abroad courses towards the major should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

Summer Credit

Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major and minor.

Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To apply a summer course taken at another institution toward the major or minor, students must submit a Summer

Course form through Slate and have it approved by both the Registrar’s Office and the Department Chair.

Students requesting a review of up to three summer courses towards the major should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

Coursework Taken Outside of Columbia (For Columbia & General Studies Students Only)

Our department offers studio, lecture, seminar, and project-based courses that can be counted toward a major or minor in architecture. Courses taught by our department are often supplemented by courses from other departments, colleges, and schools at Columbia University, such as the Columbia Art History Department, the Barnard Art History Department, and the Barnard and Columbia Urban Studies Program. Some courses taught at The Graduate School of Architecture, Planning, and Preservation (GSAPP) may also be approved to count toward the architecture major or minor each term.

Before each semester begins, our department reviews all upcoming undergraduate courses and publishes a list of classes that fulfill the requirements for the architecture major and minor. These lists, known as ‘Program Planning Lists,’ are typically released a semester in advance at our program planning meetings.

Once available, our Program Planning Lists are uploaded to [this page](#) on our website.

Additionally, our department reviews all upcoming graduate courses at the GSAPP that are open for cross-registration by undergraduate students and publishes a list detailing how those courses can fulfill the architecture major and minor requirements. This list, known as the [B+CIA List of GSAPP Courses Approved for the Architecture Majors and Minor](#), undergoes updates each semester and is always published during the first week of classes.

Once available, our list of approved GSAPP courses is uploaded to [this page](#) on our website.

If you have any questions about using either of these lists, or questions about other courses at CU, please [schedule an appointment](#) with one of our faculty advisors.

Advanced Placement Credit

Our department does not grant any course exemptions for AP or other exam scores.

Barnard College Courses

Select courses offered at Columbia University may be used for credit toward the major or minor. These courses have been approved by the Department Chair and are noted on our [‘Program Planning Lists’](#) each semester. Architecture majors may request consideration for courses beyond this list in fulfilling their ‘Specialization’ within the major—this process is done through consultation with their major advisor.

Transfer Credit

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every

student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor. In the architecture department, typically no more than a total of three courses taken outside Barnard College and Columbia University are approved as courses satisfying the major.

The use of transfer courses toward the major requirements is determined on a case-by-case basis. Typically these are used toward the 'Specialization' category within the major. The architecture department doesn't accept transfer credit toward the minor.

Students requesting a review of up to three courses toward major requirements that are from their approved transfer credits should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

Study Abroad Credit

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor, the student's major advisor will need to confirm that they can be used toward requirements in the major or minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia and are subject to the same policies as other transfer courses. Accordingly, the number of study abroad courses taken at other institutions that can be counted toward the major or minor will be limited. Typically, no more than 3 study abroad (toward a maximum of three total courses taken outside of Barnard College or Columbia University) will be allowed to fulfill the major requirements. All courses for the minor are to be CU courses.

Students majoring in architecture should meet with their major advisor, while those minoring in architecture should consult the DUS. These meetings are necessary to discuss the application of study abroad courses—whether through a Columbia program or another institution—to their program of study requirements and toward their major or minor.

Students requesting a review of up to three study abroad courses towards the major should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

Summer Courses

Summer courses in architecture at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major and minor.

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the major/minor only as articulated in department/institute/center guidelines or by permission of the Director(s) of Undergraduate Studies. More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

Students must meet with their major advisor or the DUS for permission to receive major or minor credit for a summer course taken at Columbia.

Students requesting a review of up to three summer courses towards the major should refer to our [Request for Exemption from Architecture Major or Minor Requirements](#) form.

Core Curriculum Connections

Students may be interested in course offerings that can be taken to fulfill the architecture major and the Global Core requirement of the Core Curriculum. The list of approved courses for the Global Core requirement is on [this page](#) of the Bulletin.

Research Methods in Architecture and the Senior Capstone Project Coursework in Research Methods

The following lecture and seminar courses are required for the architecture major and will introduce students to the major questions and research methods in architecture.

ARCH UN3117 Modern Architecture in the World
ARCH UN3901 Senior Seminar

Other Research Opportunities

Independent Study provides an opportunity for students to work one-on-one with an architecture faculty member on directed research or projects. Typically, Independent Study is reserved for students at an advanced level within their major who have demonstrated initiative and serious engagement with the material in their previous coursework. To learn more about the application process, please visit our [website](#).

The Senior Capstone Project

In their senior year, architecture majors are required to take ARCH UN3901 Senior Seminar. The major also requires that seniors submit a design portfolio and a writing sample before graduation. The portfolio includes representative work from all design studios and the writing sample is a research paper or essay from a senior-level architecture seminar or architecture-related course. Final submissions are archived in the department, design portfolios are displayed at the end-of-the-year show, and both the portfolio and the writing sample are evaluated and used to award graduation honors.

Departmental Honors and Prizes

Departmental Honors

Each spring, our department nominates graduating architecture majors for departmental honors in recognition of academic excellence within the architecture major.

The senior graduation materials, which include a portfolio and research paper from an architecture course, are evaluated and used to award honors, prizes, and awards.

For Columbia College students, graduating seniors must have a grade point average of at least 3.6 in classes for the major to be eligible for departmental honors. For Barnard College and The School of General Studies students, there is no minimum GPA to be eligible for departmental honors.

Academic Awards and Prizes

Several awards and prizes are sponsored by Barnard College, Columbia College, and the School of General Studies that graduating architecture majors may be nominated for. Students do not apply for these awards; recipients are selected by the departmental faculty and

committees. The senior graduation materials, which include a portfolio and research paper from an architecture course, are evaluated and used to award these prizes.

Barnard College Scholarships, Fellowships, and Prizes (BC Students Only):

[The Alpha Zeta Club Graduate Scholarship](#)

[The Josephine Paddock Fellowship](#)

[The Ethel Stone LeFrak Prize](#)

See [here](#) for a complete list of Barnard College Scholarships, Fellowships, and Prizes.

Columbia College and School of General Studies Prizes (CC and GS Students Only):

[The Louis Sudler Prize in the Arts](#)

See [here](#) for a complete list of Columbia College Scholarships, Fellowships, and Prizes.

Architecture Department Awards (All Architecture Students):

Graduating architecture majors are also eligible for the following departmental awards:

The Marcia Meade Design Award

The Portfolio Design Award

Other Important Information

Double Counting Courses

We strongly encourage students to book an appointment with their major advisor to discuss the applicable rules around "double counting" courses towards two majors or two categories of requirements (e.g., the architecture major and the Foundations Requirements (Barnard) or The Core (Columbia)).

Below, we have also linked the specific web pages that address double-counting at each school:

The Columbia College Bulletin: [Academic Requirements](#) → The Departmental Concentration or Major → Policy on Double-Counting Courses toward Requirements

The Barnard College Bulletin: Curriculum → Requirements for the Liberal Arts Degree → [Foundations](#)

The School of General Studies Bulletin: The Core → [General Guidelines](#)

Full-Time Faculty

Chair and Director of Undergraduate Studies in Architecture:

[Karen Fairbanks](#) (Claire Tow Professor of Professional Practice in Architecture)

Associate Professor:

[Anooradha Iyer Siddiqi](#)

Assistant Professors:

[Ignacio G. Galán](#)

[Ralph Ghoche](#)

[Nick Smith](#) (Assistant Professor in Architecture and Assistant Professor in Urban Studies)

Professors of Professional Practice in Architecture:

[Kadambari Baxi](#)

Lecturer:

Leah Meisterlin

Adjunct Faculty

Adjunct Professors:

Joeb Moore

Madeline Schwartzman

Suzanne Stephens

Adjunct Assistant Professors:

Amina Blacksher

Lindsay Harkema

Clara Kraft

Nick Roseboro

Todd Rouhe

Michael Schissel

Fred Tang

Our Undergraduate Programs of Study

THE MAJOR IN ARCHITECTURE (p. 89)

THE MAJOR IN THE HISTORY AND THEORY OF ARCHITECTURE

THE MINOR IN ARCHITECTURE

The Major in Architecture

The major in architecture is open to Barnard College students, Columbia College students, and General Studies students.

The required courses for the major are broken down into four categories: Studios; Lectures, Seminars, and Workshops; Senior Courses; and courses for the Specialization.

Studio Courses

Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors):

ARCH UN2101 ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS

ARCH UN2103 ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS

ARCH UN3201 ADVANCED ARCHITECTURAL DESIGN I

ARCH UN3202 ADVANCED ARCHITECTURAL DESIGN II

Lecture, Seminar, and Workshop Courses *

Five courses following the distribution requirement below:

ARCH UN3117 MOD ARCHITECTURE IN THE WORLD

Architectural Elective: History

Architectural Elective: Society, Environment, and the Global

Architectural Elective: Design, Media, and Technology

Architectural Elective

Senior Courses *

ARCH UN3901

Elective Architecture seminar (another Senior Seminar in the Department, Advanced Architectural Research and Design, or Independent Research)

Specialization Courses

All majors are asked to complement their work with a thematic unit (three courses) called the "specialization." Each student develops a specific specialization that broadens their architectural studies in one of the following areas or combination of areas: History, Society, Environment, Global, Design, Media, and Technology. Courses may be taken from across various departments. All majors, in consultation with their advisers, will develop a short (100 word) description of their specialization and advisers will approve their course selections. Students can request and develop other areas of specialization with adviser approval.

Graduation Requirements

The major also requires that students submit a portfolio and a writing sample before graduation. The design portfolio includes representative work from all design studios and the writing sample is a paper or essay from a senior level architecture or architecture-related course. Final submissions are archived in the department, the portfolios are displayed at the end of the year show, and both are used to award graduation honors.

Each semester begins, our department reviews all available undergraduate courses and publishes a list of approved classes that fulfill the requirements for the architecture major and minor. These lists, known as our 'Program Planning Lists,' are typically released during our program planning meetings, and uploaded to [this page](#) on our website. If you have any questions about using these lists, please [schedule an appointment](#) with one of our faculty advisors.

The Major in the History and Theory of Architecture

The History and Theory of Architecture major emphasizes research and writing in Architectural History. This program of study is only open to Barnard College students. Columbia College and General Studies students who are interested in majoring in architectural history should contact the [Department of Art History and Archaeology at Columbia University](#).

The History and Theory of Architecture major consists of 14 courses, distributed as follows:

Studio Courses

1-2 studio courses, to be taken one per semester:	
ARCH UN1020	INTRO-ARCH DESIGN/VIS CULTURE
ARCH UN2101	ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS
ARCH UN2103	ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS

Lecture, Seminar, and Workshop Courses*

7-8 lecture, seminar, and workshop courses:	
ARCH UN3117	MOD ARCHITECTURE IN THE WORLD
Architectural Elective: History	
Architectural Elective: Society, Environment, and the Global	
Architectural Elective: Design, Media, and Technology	
3 to 4 Architectural Electives - any lecture, seminar, or workshop offered by the Architecture Department or an approved course from a related department	

*Note: Studios, Lectures, Seminars, and Workshops must total to 9 courses

Specialization

3 courses for the specialization:

Each student develops a specialization that broadens the reach of their architectural studies and supports their thesis. All majors, in consultation with their advisers, will develop a short (100 word) description of their specialization and advisers will approve their course selections.

Senior Courses*

2 courses for the senior course requirement:	
ARCH UN3901	
ARCH UN3998	INDEPENDENT STUDY

All senior History and Theory of Architecture majors are required to enroll in one semester of Senior Seminar and to write a thesis which can be done through enrolling in Independent Study (ARCH UN3997 or ARCH UN3998). Please consult with your major adviser for planning your thesis.

Each semester begins, our department reviews all available undergraduate courses and publishes a list of approved classes that fulfill the requirements for the architecture major and minor. These lists, known as our 'Program Planning Lists,' are typically released during our program planning meetings and uploaded to [this page](#) on our website. If you have any questions about using these lists, please [schedule an appointment](#) with one of our faculty advisors.

The Minor in Architecture

The minor in Architecture is open to Barnard College students, Columbia College students, General Studies students, and SEAS students at Columbia University.

The Architecture minor consists of five courses, structured as follows:

Studio Courses

Students must complete at least one of the following studio courses and may apply up to three toward the minor.

ARCH UN1020	INTRO-ARCH DESIGN/VIS CULTURE
ARCH UN2101	ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS
ARCH UN2103	ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS

Lecture, Seminar, and Workshop Courses*

Students must complete the following lecture course:	
ARCH UN3117	MOD ARCHITECTURE IN THE WORLD
The remaining courses for the minor (a minimum of one, or up to three, depending on the total number of studio courses completed) may include any lecture, seminar, or workshop offered by the Architecture Department or an approved course from a related department, as listed in our program planning list.	

Academic Year 2025-2026 Courses

Most architecture courses have a restriction on online enrollment (meaning that you will automatically appear on the wait list when you try to register online) and require an application in order to be admitted. Links to our applications are available on our [website](#). For a complete list of courses across the university that have been approved to fulfill various architecture major and minor requirements, please refer to our [program planning list](#). For any questions, please sign up for a [faculty advising appointment](#).

Fall 2025 Courses

ARCH UN1005 MAKE LAB. 1.00 point.

Make Lab is for makers and the maker-curious. It is designed for all students, studying across all fields of inquiry. It is for everyone who wants to explore, experiment, and think through making. You may already be a maker and want to expand your familiarity with new tools and techniques. Or you may not have had the time or opportunity to work with a broad range of tools and materials – this course is also for those who are curious about making and design. For all, it provides a foundation to fully engage in making and to learn about the design process through your participation in workshops and directed experimentation in the Design Center. Utilizing the existing introductory workshops offered in the Design Center, you will be asked to expand your knowledge of different tools and technologies by attending a range of workshops over the course of the semester. The final deliverable will be a dossier (small portfolio or collection of images and text) that documents your work in the workshops as well as your design process and work from an independent project that expands on one or more techniques/tools you've worked with over the semester. Additional work includes a short reading response during the first week and a case study presentation of the design work of a "maker" who inspires you

Fall 2025: ARCH UN1005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1005	001/01091		Marina Correia	1.00	42/50

ARCH UN1010 DESIGN FUTURES: NEW YORK CITY. 3.00 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

Spring 2025: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/00818	F 1:10pm - 4:25pm 501 Diana Center	Richard Rouhe	3.00	18/20
ARCH 1010	002/00819	F 1:10pm - 4:25pm 502 Diana Center	Xiaoxi Chen	3.00	6/20
ARCH 1010	003/00820	F 1:10pm - 4:25pm 504 Diana Center	Andrea Johnson	3.00	15/20

Fall 2025: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/00693	F 1:10pm - 4:25pm 501 Diana Center	Hua Tang	3.00	20/20
ARCH 1010	002/00694	F 1:10pm - 4:25pm 502 Diana Center	Lindsay Harkema	3.00	19/20
ARCH 1010	003/00695	F 1:10pm - 4:25pm 504 Diana Center	Marina Correia	3.00	17/20

ARCH UN1020 INTRO-ARCH DESIGN/VIS CULTURE. 3.00 points.

Introductory design studio to introduce students to architectural design through readings and studio design projects. Intended to develop analytic skills to critique existing media and spaces. Process of analysis used as a generative tool for the students own design work. Must apply for placement in course. Priority to upperclass students. Class capped at 16

Spring 2025: ARCH UN1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00821	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Madeline Schwartzman	3.00	10/14
ARCH 1020	002/00822	T Th 9:00am - 10:50am 116 Lewisohn Hall	Angela Keele	3.00	12/14

Fall 2025: ARCH UN1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00696	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Richard Rouhe	3.00	8/14
ARCH 1020	002/00697	T Th 10:10am - 12:00pm 116 Lewisohn Hall	Angela Keele	3.00	11/14

ARCH UN1030 THE CITY: THINKING WITH THE URBAN BUILT ENVIRONMENT. 4.00 points.

This experiential learning course provides an introduction to the organization and design of the urban built environment. What kinds of spaces make up the city, how are they formed, and what impact do they have on people's lives? We will consider these key questions of urban design and the distinct answers that have arisen in different historical and geographical contexts, with reference to a global array of case studies. And we will use the built environment of New York City as our classroom, with weekly field trips to iconic (and iconoclastic) examples of urban form, including sites from all five boroughs that reflect a diversity of cultural milieus. Through this comparative approach, the class will challenge the naïve view that the built environment is neutral or inert, emphasizing instead the inherent politics of urban design and the ongoing transformation and contestation of urban space. To arrive at this understanding, students will learn to think with the city, acquiring tools for understanding, representing, and analyzing the urban built environment. The class is organized morphologically into six modules: image, park, plaza, street, block, and arcade. During each unit, students will also be introduced to a specific technique for analyzing urban form: figure-ground, collage, plan, diagram, map, projection, and section. The main assignments ask students to deploy these techniques to compare the urban spaces we encounter in the city

Fall 2025: ARCH UN1030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1030	001/00698	F 9:00am - 12:50pm LI002 Milstein Center	Nick Smith	4.00	46/60

ARCH UN2101 ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS. 4.50 points.

This architectural design studio explores material assemblies, techniques of fabrication, and systems of organization. These explorations will be understood as catalysts for architectural analysis and design experimentation. Both designed objects and the very act of making are always embedded within a culture, as they reflect changing material preferences, diverse approaches to durability and obsolescence, varied understandings of comfort, different concerns with economy and ecology. They depend on multiple resources and mobilize varied technological innovations. Consequently, we will consider that making always involves making a society, for it constitutes a response to its values and a position regarding its technical and material resources. Within this understanding, this studio will consider different cultures of making through a number of exercises rehearse design operations at different scales—from objects to infrastructures

Spring 2025: ARCH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00823	M W 9:00am - 11:50am 404 Diana Center	Michael Schissel	4.50	16/16

Fall 2025: ARCH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00699	T Th 9:00am - 11:50am 404 Diana Center	Nicholas Chapman	4.50	16/16
ARCH 2101	002/00700	M W 9:00am - 11:50am 404 Diana Center	Richard Rouhe	4.50	16/16

ARCH UN2103 ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS. 4.50 points.

This architectural design studio course explores modes of visualization, technologies of mediation and environmental transformations. These explorations will be used as catalysts for architectural analysis and design experimentation. Introducing design methodologies that allow us to see and to shape environmental interactions in new ways, the studio will focus on how architecture may operate as a mediator – an intermediary that negotiates, alters or redirects multiple forces in our world: physical, cultural, social, technological, political etc. The semester will progress through three projects that examine unique atmospheric, spatial and urban conditions with the aid of multimedia visual techniques; and that employ design to develop creative interventions at the scales of an interface, space and city

Spring 2025: ARCH UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00824	M W 9:00am - 11:50am 404 Diana Center	Mariah Smith	4.50	15/16
ARCH 2103	002/00831	T Th 9:00am - 11:50am 404 Diana Center	Lindsay Harkema	4.50	16/16

Fall 2025: ARCH UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00701	M W 10:00am - 12:50pm 404 Diana Center	Madeline Schwartzman	4.50	16/16

ARCH UN2530 Life Beyond Emergency: Domesticities of Displacement, Inhabitations of Migration. 3.00 points.

Life Beyond Emergency examines constructed environments and spatial practices in contexts of displacement, within the connected histories of colonialism and humanitarianism in the postcolonial world. People migrating under duress, seeking refuge, practicing mutual aid, and sheltering in governmental or nongovernmental settings invest architecture with a critical heritage value and imaginaries of life beyond emergency. The course considers a politics and poetics of an architecture of partitions, borders, and camps: territories and domesticities of concern to authorities and inhabited by ordinary people forging solidarities and futures. We will investigate the connected histories and theories of humanitarianism and colonialism, which have not only shaped lives as people inhabit spaces of emergency, but produced rationales for the construction of landscapes and domesticities of refuge, enacted spatial violence and territorial contestations, and structured architectural knowledge. The course examines iconic forms such as refugee camps in relation to histories of colonial institutions such as archives and prisons. From Somalia to Palestine to Bangladesh and beyond, our inquiry into contested 'borderlands' where the greatest number of people have been forced to migrate as 'refugees' invites students to interrogate normalized discourses and spaces in order to imagine and analyze emergency environments as constructions that people have resisted, endured, and transcended

Fall 2025: ARCH UN2530

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2530	001/00704	M W 1:10pm - 2:25pm 328 Milbank Hall	Anooradha Siddiqi	3.00	36/60
ARCH 2530	002/01141	W 1:10pm - 2:25pm 325 Milbank Hall		3.00	0/20

ARCH UN3201 ADVANCED ARCHITECTURAL DESIGN I. 4.50 points.

Prerequisites: ARCH V3101 and ARCH V3103. Open to architecture majors or with permission of instructor.

Prerequisites: ARCH UN2101 and ARCH UN2103. Advanced Architectural Design I explores the role of architecture and design in relationship to climate, community, and the environment through a series of design projects requiring drawings and models. Field trips, lectures, and discussions are organized in relation to studio exercises. A portfolio of design work from the prerequisite courses ARCH UN2101 and ARCH UN2103 will be reviewed the first week of classes

Fall 2025: ARCH UN3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3201	001/00709	M W 9:00am - 11:50am 116 Lewisohn Hall	Karen Fairbanks, Joeb Moore, Leah Meisterlin, Marina Correia	4.50	40/42

ARCH UN3211 ADVANCED ARCHITECTURAL RESEARCH AND DESIGN. 4.50 points.

Prerequisites: ARCH V3202 and permission of the department chair.

Enrollment limited as space permits.

Application required: A design portfolio and application is required for this course. The class list will be announced before classes start.

Advanced Architectural Research and Design is an opportunity for students to consider international locations and address contemporary global concerns, incorporating critical questions, research methods, and design strategies that are characteristic of an architect's operations at this scale

Fall 2025: ARCH UN3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3211	001/00711	M W 9:00am - 11:50am 502 Diana Center	Kadambari Baxi	4.50	10/10

ARCH UN3312 SPECIAL TOPICS IN ARCHITECTURE. 3.00 points.

See the Barnard and Columbia Architecture Department website for the course description: <https://architecture.barnard.edu/architecture-department-course-descriptions>

Spring 2025: ARCH UN3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00827	T Th 1:10pm - 2:25pm 308 Diana Center	Leah Meisterlin	3.00	12/16
ARCH 3312	002/00828	T Th 2:40pm - 3:55pm 308 Diana Center	Clara Kraft Isono	3.00	16/16

Fall 2025: ARCH UN3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00712	T Th 4:10pm - 5:25pm 502 Diana Center	Michael Schissel	3.00	16/16
ARCH 3312	002/00713	T Th 2:40pm - 3:55pm 502 Diana Center	Clara Kraft Isono	3.00	16/16

ARCH UN3997 INDEPENDENT STUDY. 1.00-4.00 points.

Prerequisites: Permission of the program director in term prior to that of independent study. Independent study form available at departmental office

Fall 2025: ARCH UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3997	001/00934		Karen Fairbanks	1.00-4.00	0/4
ARCH 3997	002/00935		Kadambari Baxi	1.00-4.00	1/4
ARCH 3997	003/00936		Ralph Ghoche	1.00-4.00	1/4
ARCH 3997	005/00937		Ignacio Gonzalez Galan	1.00-4.00	1/3
ARCH 3997	006/00938		Anooradha Siddiqi	1.00-4.00	1/3

ARCH GU4260 Colonial Cities in the French Empire. 4.00 points.

French colonialism in the 19th and 20th centuries was marked by a relentless and often oppressive pursuit of overseas territories.

Colonial cities, the focal points of the French empire, were erected in the nation's image and characterized by wide boulevards, impressive parks and squares, and monumental buildings echoing the elegance of Paris. These urban centers, scattered across Africa, Southeast Asia, and the Caribbean, often served as administrative, economic, and cultural hubs for the colonial administration. This seminar will explore the profound impact of colonial cities as laboratories for experimenting with new ideas in city planning, infrastructure, architecture, and civic governance. Once tried and tested in the colonies, these innovative "norms and forms" were often imported back to metropolitan France, where they helped shape various aspects of its society, culture, and economy. The seminar is chronologically structured around six French colonial cities: Cap-Français, Cairo, Algiers, Casablanca, Dakar, and Hanoi. Each city is examined through the lens of a distinct set of colonial policies and practices. Cap-Français is studied from the perspective of the universalist values of the French Enlightenment and the double standard evident in the terror of the Atlantic slave trade. Cairo, while colonized for only a brief period, ignited new passions for the East and is viewed as a repository of exotic fantasies and a site for infrastructural modernization. Algiers is studied through the policy of assimilation and the destruction of Algerian religious identity. Casablanca is considered in relation to new planning practices and colonial policies of association. Hanoi is examined through cultural and architectural forms of hybridity. Finally, Dakar is viewed through colonial theories of acclimatization and hygiene policies. As we traverse the diverse landscapes of these colonial cities, this seminar invites participants to critically reflect on the enduring echoes of French colonialism, exploring how the urban experiments of the past reverberate in the present and influence our perceptions of global cities and their histories

Spring 2025: ARCH GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4260	001/00847	T 4:10pm - 6:00pm 502 Diana Center	Ralph Ghoche	4.00	9/16

Fall 2025: ARCH GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4260	001/00715	M 4:10pm - 6:00pm 502 Diana Center	Ralph Ghoche	4.00	16/16

ARCH GU4305 ABOLITION ARCHITECTURE. 4.00 points.

This seminar introduces students to histories of abolition through constructed environments and artistic, material, and spatial practices. We study abolition of slavery, prisons, and borders during a period from the eighteenth century to the present. Attending to the distinct social movements and discourses sparked by these very different abolitionist targets, we examine the political, ethical, and aesthetic intersections that emerge. We investigate these problems through architecture, landscapes, material culture, and art, studying primary works, secondary texts, and methods. The course emphasizes study through historical reasoning as well as analysis of sensorial and affective material. This multimodal approach is necessary in studying forms of injustice in order to comprehend unfreedom, a paradoxical concept that produces cognitive dissonance and counters liberal reason. The course draws on architectural history as crucial to illuminating how place, space, design, and planning of built environments have enacted and archived people’s unfreedom, and relies on intersectional feminist and critical race frameworks to understand abolition as part of a tradition of emancipatory thought and teaching. We study practices and institutions that have produced and shaped enclosure and incarceration in contexts around the world, placing abolition in dialogue with the anticolonial. The course illuminates the roles that both reform and radical refusal have played in abolitionist struggles for spatial justice, and maintains attention to material, spatial, and aesthetic practices throughout. This seminar has no prerequisites and all assignments are guided. Readings consider the formation of space, power, and knowledge together, in aesthetic and cultural analyses of the abolition of enslavement, incarceration, and border regimes. Students lead discussion, based on exercises in collective annotation of full books, including: *Marking Time: Art in the Age of Mass Incarceration* by Nicole Fleetwood; *Witnessing Slavery: Art and Travel in the Age of Abolition* by Sarah Thomas; and *Departures: An Introduction to Critical Refugee Studies*, by YẾN Lê Espiritu, Lan Duong, Ma Vang, Victor Bascara, Khatharya Um, Lila Sharif, and Nigel Hatton. These texts are contextualized in relation to other books and articles, study of works of art and architecture, visits to archives, and guest lectures. Each student produces a long-format research paper that frames an architectural history of abolition

Fall 2025: ARCH GU4305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4305	001/00714	T 10:10am - 12:00pm 502 Diana Center	Anooradha Siddiqi	4.00	14/16

ARCH UN1010 DESIGN FUTURES: NEW YORK CITY. 3.00 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

Spring 2025: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/00818	F 1:10pm - 4:25pm 501 Diana Center	Richard Rouhe	3.00	18/20
ARCH 1010	002/00819	F 1:10pm - 4:25pm 502 Diana Center	Xiaoxi Chen	3.00	6/20
ARCH 1010	003/00820	F 1:10pm - 4:25pm 504 Diana Center	Andrea Johnson	3.00	15/20

Fall 2025: ARCH UN1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1010	001/00693	F 1:10pm - 4:25pm 501 Diana Center	Hua Tang	3.00	20/20
ARCH 1010	002/00694	F 1:10pm - 4:25pm 502 Diana Center	Lindsay Harkema	3.00	19/20
ARCH 1010	003/00695	F 1:10pm - 4:25pm 504 Diana Center	Marina Correia	3.00	17/20

ARCH UN1020 INTRO-ARCH DESIGN/VIS CULTURE. 3.00 points.

Introductory design studio to introduce students to architectural design through readings and studio design projects. Intended to develop analytic skills to critique existing media and spaces. Process of analysis used as a generative tool for the students own design work. Must apply for placement in course. Priority to upperclass students. Class capped at 16

Spring 2025: ARCH UN1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00821	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Madeline Schwartzman	3.00	10/14
ARCH 1020	002/00822	T Th 9:00am - 10:50am 116 Lewisohn Hall	Angela Keele	3.00	12/14

Fall 2025: ARCH UN1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 1020	001/00696	M W 1:10pm - 3:00pm 116 Lewisohn Hall	Richard Rouhe	3.00	8/14
ARCH 1020	002/00697	T Th 10:10am - 12:00pm 116 Lewisohn Hall	Angela Keele	3.00	11/14

Spring 2026 Courses

The course schedule listed below may be subject to change. Please revisit this page and the online Directory of Classes in November to confirm our spring course information.

ARCH UN2101 ARCHITECTURAL DESIGN: SYSTEMS AND MATERIALS. 4.50 points.

This architectural design studio explores material assemblies, techniques of fabrication, and systems of organization. These explorations will be understood as catalysts for architectural analysis and design experimentation. Both designed objects and the very act of making are always embedded within a culture, as they reflect changing material preferences, diverse approaches to durability and obsolescence, varied understandings of comfort, different concerns with economy and ecology. They depend on multiple resources and mobilize varied technological innovations. Consequently, we will consider that making always involves making a society, for it constitutes a response to its values and a position regarding its technical and material resources. Within this understanding, this studio will consider different cultures of making through a number of exercises rehearse design operations at different scales—from objects to infrastructures

Spring 2025: ARCH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00823	M W 9:00am - 11:50am 404 Diana Center	Michael Schissel	4.50	16/16

Fall 2025: ARCH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2101	001/00699	T Th 9:00am - 11:50am 404 Diana Center	Nicholas Chapman	4.50	16/16
ARCH 2101	002/00700	M W 9:00am - 11:50am 404 Diana Center	Richard Rouhe	4.50	16/16

ARCH UN2103 ARCHITECTURAL DESIGN: ENVIRONMENTS AND MEDIATIONS. 4.50 points.

This architectural design studio course explores modes of visualization, technologies of mediation and environmental transformations. These explorations will be used as catalysts for architectural analysis and design experimentation. Introducing design methodologies that allow us to see and to shape environmental interactions in new ways, the studio will focus on how architecture may operate as a mediator – an intermediary that negotiates, alters or redirects multiple forces in our world: physical, cultural, social, technological, political etc. The semester will progress through three projects that examine unique atmospheric, spatial and urban conditions with the aid of multimedia visual techniques; and that employ design to develop creative interventions at the scales of an interface, space and city

Spring 2025: ARCH UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00824	M W 9:00am - 11:50am 404 Diana Center	Mariah Smith	4.50	15/16
ARCH 2103	002/00831	T Th 9:00am - 11:50am 404 Diana Center	Lindsay Harkema	4.50	16/16

Fall 2025: ARCH UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2103	001/00701	M W 10:00am - 12:50pm 404 Diana Center	Madeline Schwartzman	4.50	16/16

ARCH UN3117 MOD ARCHITECTURE IN THE WORLD. 4.00 points.

Prerequisites: Designed for but not limited to sophomores; enrollment beyond 60 at the discretion of the instructor.

Prerequisites: Designed for but not limited to sophomores; enrollment beyond 60 at the discretion of the instructor. Modern Architecture in the World is an introduction to different arenas in which architecture's modern condition has been disputed in the last two centuries across different geographies. The course will address significant transformations in the built environment as well as the forms of practice, epistemic frameworks, and ideologies that led them. It will also attend to the forms of labor and economies that engendered new structures and organizations of space, the material resources and industries mobilized in their construction, the identities and forms of power they represented and imposed, the manifold embodiments that they hosted and shaped, the diverse socialites and politics they supported, and the ecologies they negotiated. The course is organized around a number of key themes, with each class covering episodes spanning the whole period under consideration, up until the present. In this way, it will question the existence of a single line of development, a master narrative, or a teleological line of progress and will highlight instead the multiple, simultaneous, conflicting, and branching genealogies unfolding throughout the period. Students will gain knowledge of key buildings, artifacts, trends, and schools as they relate to those genealogies. Each lecture will emphasize contending and shifting positions across geographies within the arenas explored, understanding hegemonic trends as well as dissenting positions. While different locations around the world will be highlighted in each class, the course positions modern architecture in the world by privileging an exploration of the cultural and material networks and hierarchies characteristic of the period—with attention to colonialism, coloniality, migration, resource extraction, and war, among others

Spring 2025: ARCH UN3117

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3117	001/00825	T Th 4:10pm - 5:25pm 504 Diana Center	Ignacio Gonzalez Galan	4.00	63/60

ARCH UN3120 CITY, LANDSCAPE, # ECOLOGY. 3.00 points.
City, Landscape, Ecology is a thematically driven course that centers on issues and polemics related to landscape, land settlement and ecology over the past two centuries. The course interrogates our changing attitudes to nature from the 18th century to the present, focusing on the artistic and architectural responses to these perceptions. It aims to demonstrate the important role that artists and architects have played, and are to play, in making visible the sources of environmental degradation and in the development of new means of mitigating anthropogenic ecological change. City, Landscape, Ecology is divided into three parts. Part I explores important episodes in the history of landscape: picturesque garden theory, notions of “wilderness” as epitomized in national and state parks in the United States, Modern and Postmodern garden practices, and the prevalence of landscape in the work of artists from the 1960s to the present. The purpose here is to better understand the role that territorial organization plays in the construction of social practices, human subjectivities, and technologies of power. We then turn to ecology and related issues of climate, urbanization and sustainability in Part II. Here we will look at the rise of ecological thinking in the 1960s; approaches to the environment that were based on the systems-thinking approach of the era. In the session “Capitalism, Race and Population Growth” we examine the history of the “crisis” of scarcity from Thomas Robert Malthus, to Paul R. Ehrlich (The Population Bomb, 1968) to today and look at questions of environmental racism, violence and equity. The course concludes with Part III (Hybrid Natures). At this important juncture in the course, we will ask what is to be done today. We’ll examine the work of contemporary theorists, architects, landscape architects, policy makers and environmentalists who have channeled some of the lessons of the past in proposing lasting solutions to our land management and ecological crises of the present and future

ARCH UN3202 ADVANCED ARCHITECTURAL DESIGN II. 4.50 points.
Prerequisites: ARCH V3201. Open to architecture majors or with permission of instructor.
Prerequisite: ARCH UN3201. Advanced Architectural Design II culminates the required studio sequence in the major. Students are encouraged to consider it as a synthetic studio where they advance concepts, research methodologies and representational skills learned in all previous studios towards a semester-long design project. Field trips, lectures, and discussions are organized in relation to studio exercises

Spring 2025: ARCH UN3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3202	001/00826	M W 9:00am - 11:50am 116 Lewisohn Hall	Kadambari Baxi, Amina Blacksher, Nicholas Chapman, Annie Kountz	4.50	36/42

ARCH UN3312 SPECIAL TOPICS IN ARCHITECTURE. 3.00 points.
See the Barnard and Columbia Architecture Department website for the course description: <https://architecture.barnard.edu/architecture-department-course-descriptions>

Spring 2025: ARCH UN3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00827	T Th 1:10pm - 2:25pm 308 Diana Center	Leah Meisterlin	3.00	12/16
ARCH 3312	002/00828	T Th 2:40pm - 3:55pm 308 Diana Center	Clara Kraft Isono	3.00	16/16

Fall 2025: ARCH UN3312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 3312	001/00712	T Th 4:10pm - 5:25pm 502 Diana Center	Michael Schissel	3.00	16/16
ARCH 3312	002/00713	T Th 2:40pm - 3:55pm 502 Diana Center	Clara Kraft Isono	3.00	16/16

Art History

Department Mission

Student Learning Outcomes

-
-
-
-
-
- Study works of art in person.

Art History Department Programs of Study

Art History with a Concentration in Art History

Art History with a Concentration in Visual Arts

The Art History Major with a Concentration in Visual Arts offers students the opportunity for students to approach Art History from the standpoint of studio practice. Here, students have the option of doing a studio thesis instead of a written one. The faculty, who are practicing artists, work closely with Visual Arts Concentrators, assisting them in planning a program that incorporates their artistic interests while meeting departmental requirements. Art History Senior Capstone Experience

Art History Minor

The Art History department offers a minor in Art History. We do not offer a minor in Visual Arts.

Enrolling in Art History Department Courses

Art history seminars are limited enrollment and require the instructor’s approval via an online application process.

Art History Senior Capstone Experience

Art History Written Senior Thesis

All Art History Majors with a concentration in Art History write a substantial research paper in their senior year. There are two options for fulfilling this requirement: Seniors have the option of doing a year-long thesis, or reworking and developing a seminar paper into a thesis through a one-semester participation in the Senior Thesis Seminar. The Senior Thesis Seminar would function for those interested in working on a thesis over the course of a year, but those deciding for the option of expanding a seminar paper would only join the course in the second semester. The intent is to offer an alternative to those with less interest in a major writing project.

Visual Arts Senior Thesis Project

Senior Art History Majors with a Concentration in Visual Arts will research and create a thesis project in consultation with faculty members and peers in the Visual Arts. They will also attend the two-semester Advanced Senior Studio sequence, participate in group critiques, and guest artist lectures scheduled during the academic year. They will present visual art projects in two public group exhibitions planned at the end of the Fall and Spring semesters of the senior year. Note there is no one-semester Senior Visual Arts Thesis Project option.

Student Advising in Art History

Major and Minor Declaration

We are available to answer your questions and advise you regarding selecting a major advisor and declaring the major or minor. Please email us at arthistory@barnard.edu.

Guide for First-Year Students Interested in Art History Transfer and AP Credit and the Art History Major and Minor

AP Art History courses will not exempt students from taking Intro to Art History I or II (AHIS BC1001 or AHIS BC1002). (no exemption for students entering in fall 2016 and thereafter)
For further information, please visit the BC Registrar's website, which has the college's policy info and guidelines on transferring Art History course credits (<https://barnard.edu/transfer-credits>) and AP credit (<https://barnard.edu/apcores>).

Honors, Awards and Prizes

Art History Department Honors and Senior Thesis Distinction

Art History faculty nominate graduating majors for departmental honors each spring based on their major GPA and in recognition of academic excellence. Senior majors are also eligible to receive a grade of pass with distinction on their written Art History thesis or Visual Arts senior thesis project. Our department nominates senior architecture majors for various honors and prizes each spring.

Barnard College Scholarships, Fellowships, and Prizes

Barnard College awards scholarships, fellowships, awards, and prizes for which graduating Art History majors are eligible. Students do not apply for these; recipients are nominated by the Art History departmental faculty and selected by the Barnard Committee on

Honors. These prizes require faculty recommendations, prerequisites, interviews, and graduate school requirements.

The George Welwood Murray Graduate Fellowship: Awarded for the promise of distinction in graduate study in humanities and or the social sciences. Student must be going to graduate school.

The Josephine Paddock Fellowship: Awarded for the promise of distinction in a field of graduate study in art. Suitable for majors in AH, Arch, or Vis. Arts. Student must be going to graduate school.

Ethel Stone Lefrak Prize: Awarded to a student for excellence in a field of the arts, including but not limited to art history, music theory, architecture, and the performing arts. Note student does not need to be going to graduate school.

Art History Department Major Specific Prizes

The Ruth Lowe Bookman Prize is awarded to an outstanding student in the Visual Arts or to a student pursuing a career in museum work or as an art historian.

Barnard College Program with the International Center of Photography (ICP)

Join the Art History Listserv

The Art History department offers special events, lectures, and department program planning meetings every fall and spring in preparation for the next term's student advising and registration period. [Join the Art History Listserv.](#)

Art History Professors

[Alexander Alberro](#) Virginia Bloedel Wright '51 Professor of Art History
[Anne Higonnet](#) Barbara Novak '50 Professor of Art History
[Jonathan Reynolds](#)

Art History Assistant Professor

[Gregory Bryda](#)
Verónica Tello

Visual Arts Professor of Professional Practice

[John Miller](#)

Visual Arts Associate Professor of Professional Practice
[Irena Haiduk](#)

Art History Term Professors

[Rosalyn Deutsche](#)
[Dorota Biczek](#)

Adjunct Professors

Annabel Dau
Mira Dayal
Adam Eaker
Piper Marshall

Valerie Smith

The Art History Department offers 2 courses of study: Art History with a Concentration in Art History and Art History with a Concentration in Visual Arts

ART HISTORY MAJORS WITH A CONCENTRATION IN ART HISTORY

Requires a minimum of 12 Art History courses (minimum of 38 credits), including:

AHIS BC1001	INTRODUCTION TO ART HISTORY I	4
AHIS BC1002	INTRODUCTION TO ART HISTORY II	4
AHIS BC3970	METHODS # THEORIES OF ART HIST (To be taken during the junior or senior year.)	4
AHIS BC3959 & AHIS BC3960 or AHIS BC3960	SENIOR RESEARCH SEMINAR and SENIOR RESEARCH SEMINAR *Please see notes below on one and two semester written senior thesis options. SENIOR RESEARCH SEMINAR	3-6

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

1. BC1001 (Fall) and BC1002 (Spring) Introduction to Art History. This two-course sequence is required.
2. BC3970 Methods and Theories of Art History. To be taken during the fall of senior year or by permission of instructor and major advisor.
3. BC3959x and/or BC3960y Senior Research Seminar. Students write their senior thesis in conjunction with the Senior Research Seminar. Students 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 the junior year.
4. Two Seminar Courses in Art History (may also be counted toward the historical and regional distribution requirement.)
5. Seven elective courses, with the following requirements: Lecture or seminars courses can be used to fulfill the seven elective requirements. BC1001 and 1002 or any other broad survey can not be used to fulfill this requirement. Courses in film are accepted toward the major requirements; studio courses are not.

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: Africa, Asia and the Indigenous Pacific, Latin America/Caribbean/Indigenous Americas, Middle East

- Courses in film are accepted toward the major requirements; studio courses are not.
- Broad survey courses can not be counted towards the temporal requirements but can count towards regional requirements.
- 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.

AP CREDIT AND THE ART HISTORY MAJOR AND MINOR

For students entering Barnard in Fall 2016 or after, an AP Art History score will not exempt students from either INTRO TO ART HISTORY I or II (AHIS BC1001 or AHIS BC1002).

Visit the Barnard Registrar's AP Credit Information webpage for further details: <https://barnard.edu/transfer-credits>

ART HISTORY WRITTEN SENIOR THESIS

All Art History Majors with a concentration in Art History write a substantial research paper in their senior year. There are two options for fulfilling this requirement: Seniors have the option of doing a year-long thesis, or reworking and developing a seminar paper into a thesis through a one-semester participation in the Senior Thesis Seminar. The Senior Thesis Seminar would function for those interested in working on a thesis over the course of a year, but those deciding for the option of expanding a seminar paper would only join the course in the second semester. The intent is to offer an alternative to those with less interest in a major writing project.

WRITTEN SENIOR THESIS OPTIONS

1. Students interested in participating in the year-long Senior Thesis Seminar should write a brief (one-page) description of their thesis topic and submit it to the appropriate adviser within the first two weeks of the fall semester. The potential adviser will determine the feasibility of the study in question and accept or decline to become the student's adviser. Such a thesis should ultimately be approximately 30-50 pages long.
2. Students interested in expanding and enhancing a seminar paper will find a faculty adviser, preferably the professor with whom they wrote the original paper, willing to help them in its transformation into a thesis. They will then join the Senior Thesis in the spring semester of their senior year. In this context they will have an opportunity to present their ideas to the rest of the graduating

class as well as members of the faculty so as to receive comments and suggestions as to how to develop their arguments. These created by these means should aim to be approximately 30 pages long.

GRADES

Two grades will be awarded in connection with your work on the finished thesis. One will evaluate the way in which you have fulfilled the requirements of the Senior Research Seminar. That is, your participation and attendance in the Thesis Colloquium, the energy you have put into the research, the effort you have made in producing an original and challenging argument as well as a solidly constructed and polished piece of prose. Since the course is yearlong, students will receive a grade of Y (indicating year long course) for the fall semester and will receive their grade at the end of the spring term for the year. This grade will be assigned in the usual A through F spectrum. The other grade will be awarded on the basis of the evaluation of the thesis itself. This evaluation will consider whether or not the aims of the project were met: was the research sufficient to warrant the conclusions, is the argument of the thesis original as well as coherent and convincing, was the writing adequate to the ideas that had to be expressed? Very often the instructor will ask another member of the faculty to comment on the paper as well. This grade will either be a Pass with Distinction, a Pass or a Fail.

NOTE ON SENIOR THESIS FOR DOUBLE AND COMBINED MAJORS

Please note the distinctions between the Double Major, the Double Major with a Single Essay, and the Combined Major. In the Double Major students will do all of the required course work for both majors and write two different Senior Essays that fulfill the requirements of each department. In the Double Major with Single Essay students do all of the required course work for the two majors and write only one essay read by an adviser in each major field. In the Combined Major students follow the requirements for coursework for a combined major and write a single senior essay also read by an adviser in each major field. To do a combine Art History and another major you will need to obtain a special form from the Dean of Studies office. The form needs to be signed by both department chairs. On the form you will need to list the sponsors from both departments along with the 6 courses from each major you plan to count towards the combine major. Any questions, please contact the Art History office.

ART HISTORY MAJORS WITH A CONCENTRATION IN VISUAL ARTS

Requires a minimum of 12 Art History courses (a minimum of 39 credits) including:

Seven Art History courses:

AHIS BC1001	INTRODUCTION TO ART HISTORY I	4
AHIS BC1002	INTRODUCTION TO ART HISTORY II	4
AHIS BC3031	IMAGERY AND FORM IN THE ARTS	4

One course in 19th, 20th or 21st Century Art.

One seminar in Art History.

One additional Art History course.

Five Studio courses:

AHIS BC3530	ADVANCED SENIOR STUDIO I (I (Fall semester))	4

AHIS BC3531	ADVANCED SENIOR STUDIO II (II (spring semester))	4

Three additional Studio courses.

1. BC1001 (Fall) and BC1002 (Spring) Introduction to Art History. This two-course sequence is required.
2. BC3031 Imagery and Form in the Arts (spring) Required course to be taken in the spring semester of the Junior or Senior year
3. Senior Visual Arts Thesis Project

Senior Art History Majors with a Concentration in Visual Arts will research and create a thesis project in consultation with faculty members and peers in the Visual Arts. They will also attend two semester-long courses, participate in group critiques, and guest artist lectures scheduled during the academic year. They will present visual art projects in two public group exhibitions planned at the end of the Fall and Spring semesters of the senior year.

The following Studio courses are required for the Senior Visual Art Thesis Project

BC3530 Advanced Senior Studio I (Fall)

BC3531 Advanced Senior Studio II (Spring) (Please see description of the senior thesis here).

4. One Seminar Course in Art History
5. One 19th, 20th or 21st-century elective course in Art History.
6. Two elective courses in Art History
7. Three elective courses in Visual Arts-Studio

*Courses in film can apply toward the major requirements.

*Studio courses cannot exceed 30 points of credits.

SENIOR THESIS PROJECT FOR ART HISTORY MAJORS WITH A CONCENTRATION IN VISUAL ARTS

The Senior Visual Arts Thesis Project for Art History Majors with a Concentration in Visual Arts is scheduled in the last year of the major.

By that time, you will have taken Imagery and Form BC3031 and a variety of Art History and Studio courses, which may help form your approach to your thesis project.

Advanced Senior Studio I BC3530 (Fall) and Advanced Senior Studio II BC3531 (Spring) provides a two-semester framework in which to complete a senior project. Your senior project should be a cohesive body of work based on original concepts and executed with some technical proficiency. A paper approximately seven-to-ten pages in length will accompany your senior project outlining your artistic goals. This paper will serve as an artist's statement and should describe what your work would mean to viewers as well situate your work vis-a-vis artistic precedents.

You also will take part in a senior thesis exhibition, which will be accompanied by a catalog. Here, you will be responsible for both installing your work and for taking it down at the end of the show.

GRADES

Two grades will be awarded in connection with your work on the Senior Project. One will evaluate the way in which you have fulfilled the course requirements, that is, the regularity of your meetings and the effort you have made in completing your thesis. This grade will be a letter grade. The second grade will be awarded on the basis

of the evaluation of the Senior Project itself. This evaluation will consider whether or not the aims of the project were met: a pass with distinction, a pass or a fail.

OPTION FOR ART HISTORY AND VISUAL ARTS - WRITTEN SENIOR THESIS

Art History Majors with a Concentration in Visual Arts may choose to do a written Art History Senior Thesis instead of the Visual Arts Senior Project. To do this they must: Notify their adviser of their intention to do so by the end of their junior year with permission from both the Visual Arts Director and Art History chair. They must then take both Methods and Theories of Art History (BC3970) & the written Art History senior research seminar (BC3959 and BC3960). These three courses required for the written thesis option replace the Visual Arts sequence, BC3031 Imagery and Form in the Arts and Advanced Senior Studio I BC3530 (Fall) and Advanced Studio II BC3531 (Spring).

- Notify their adviser of their intention to do so by the end of their junior year
- Take both AHIS BC3970 METHODS # THEORIES OF ART HIST and AHIS BC3959 SENIOR RESEARCH SEMINAR + AHIS BC3960 SENIOR RESEARCH SEMINAR.

MAJOR REQUIREMENTS FOR THE HISTORY AND THEORY OF ARCHITECTURE See Architecture Program (p. 89) offerings.

ART HISTORY MINOR REQUIREMENTS

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

AHIS BC1001	INTRODUCTION TO ART HISTORY I	4
AHIS BC1002	INTRODUCTION TO ART HISTORY II	4

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. 4.00 points. The first half of the Introduction to Art History explores premodern art and architecture around the world, from cave paintings to Song dynasty landscapes and Renaissance sculpture. Lectures and discussion sections are organized around themes, including nature and naturalism, death and the afterlife, ornament and abstraction, gender and sexuality, colonialism and conversion, and ritual and divinity. Visits to museums across New York are also an integral component to the course

Fall 2025: AHIS BC1001					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 1001	001/00090	M W 2:40pm - 3:55pm 304 Barnard Hall	Gregory Bryda	4.00	86/150
AHIS 1001	AU1/19772	M W 2:40pm - 3:55pm Othr Other	Gregory Bryda	4.00	19/20

AHIS BC1002 INTRODUCTION TO ART HISTORY II. 4.00 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 2025: AHIS BC1002					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 1002	001/00002	M W 2:40pm - 3:55pm 304 Barnard Hall	Dorota Biczal	4.00	106/150

AHIS BC1590 New York City. 4.00 points. New York City is our greatest metropolitan legend. Capital of dreams, it soars to the skies, gathers immigrants from around the globe, and governs world finance. The scale of its swagger is matched only by the misery of its mistakes. Here is your chance to get to know the epic place you chose for college. The course is team-taught, by professors, teaching assistants, and all its students. Lectures are held twice a week. A third weekly session is devoted to small-group forums in which students present to each other on assigned field work themes. The first half of the course studies the relationships between urban design, immigration, and finance in three-lecture units; the second half of the course explores a variety of municipal subjects. The course presents New York City—historically and today—through a variety of perspectives, and asks students to exercise fundamental intellectual skills of comparative reading and writing, presenting competing points of view and reporting on local facts, and public speaking in real time

Fall 2025: AHIS BC1590					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 1590	001/01092	M W 5:40pm - 6:55pm 304 Barnard Hall	Anne Higonnet	4.00	80/190

AHIS BC2001 DRAWING STUDIO. 3.00 points.

Note course is limited to 15 students with instructor's permission on the first day of class.

This course delves into drawing as an expansive, exploratory practice that underpins all forms of visual art. Designed primarily as a hands-on workshop, the class is enriched with slide lectures, video presentations, and field trips. Throughout the semester, students will engage in individual and group critiques, fostering dialogue about their work. Beginning with still life and progressing to drawings of artworks, artifacts, and figure studies, the course investigates drawing as a dynamic practice connected to a wide array of visual cultures

Spring 2025: AHIS BC2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2001	001/00003	Th 2:10pm - 6:00pm 402 Diana Center	Jozefina Chetko	3.00	25/23

Fall 2025: AHIS BC2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2001	001/00392	T 10:10am - 2:00pm 402 Diana Center	Jozefina Chetko	3.00	16/20

AHIS BC2005 PAINTING I. 3.00 points.

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 2025: AHIS BC2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2005	001/00393	W 2:10pm - 6:00pm 402 Diana Center	Joan Snitzer	3.00	17/18

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 2025: AHIS BC2006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2006	001/00004	W 2:10pm - 6:00pm 402 Diana Center	Joan Snitzer	3	14/18

AHIS BC2007 PAINTING III. 3.00 points.

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 2025: AHIS BC2007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2007	001/00394	W 2:10pm - 6:00pm 402 Diana Center	Joan Snitzer	3.00	4/6

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. 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 2025: AHIS BC2008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2008	001/00005	W 2:10pm - 6:00pm 402 Diana Center	Joan Snitzer	3	3/4

AHIS BC2017 Cell Phone Photography: Exploring Digital Media. 3.00 points.

Today's cell phones are equipped with cameras that far surpass those used by the pioneers of digital photography, offering superior resolution and multi-sensor capabilities that revolutionize how we capture and process images. This course explores the creative and technical potential of smartphone photography, focusing on accessible tools and workflows that empower students to produce compelling digital works. The curriculum emphasizes post-production and digital media techniques over traditional camera mastery. Students will develop foundational skills in Adobe Suite applications, including Lightroom and Photoshop for photo editing and After Effects and Premiere for video production. We will also discuss the integration of artificial intelligence in modern photography, examining how AI enhances editing processes and opens new creative possibilities. A significant part of the course will address fundamental questions of light in photography, the use of RAW formats—offered by many smartphones but seldom understood—and the structure of digital image files. Students will also learn about post-production techniques for preparing images for print, as well as for projection or display on digital screens, ensuring a comprehensive understanding of the end-to-end digital photography workflow. Thinking Locally: Street photography serves as a central theme in this course, encouraging students to document the vibrant life of New York City through weekly assignments. A guided photo walk in Harlem will provide hands-on experience in capturing unique, candid moments. Ethical considerations will be a key focus, addressing topics like consent, privacy, and best practices for interacting with subjects. Discussions will be complemented by readings, critiques, and a guest lecture from a professional street photographer. By the end of the course, students will have transformed their understanding of smartphone photography, creating works that push the boundaries of accessible technology while building a strong foundation in contemporary digital media

Fall 2025: AHIS BC2017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2017	001/00995	T 2:10pm - 6:00pm 402 Diana Center	Jozefina Chetko	3.00	23/22

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 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 BC2355 APOCALYPSE. 4.00 points.

This lecture course explores how art and architecture responded to changing attitudes toward death, the afterlife, and the end of the world over the course of the European Middle Ages, from early Christian Rome to the dawn of the Protestant Reformation in Germany. Medieval illustrations of the Book of Revelation in New York collections will play a central role in discussions of plague, rapture, and “eschatology”—or concerns over the fate of the soul at the end of time. We will analyze the visual culture associated with ordinary people preparing for their own death and the deaths of loved ones, saints and Biblical figures whose triumph in death served as exemplars for the living, and institutional and individual anxieties over humankind’s destiny on Judgment Day. Artworks under consideration will encompass various media and contexts, including monumental architecture and architectural relief sculpture, tomb sculpture, wall painting, manuscript painting, reliquaries, and altarpieces. The course satisfies the major requirement’s historical period of 400-1400. Note course requires 1 hour weekly TA discussion sections to be arranged

Spring 2025: AHIS BC2355

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2355	001/00006	M W 4:10pm - 5:25pm 504 Diana Center	Gregory Bryda	4.00	47/60

AHIS BC2360 Northern Renaissance Art. 3 points.

Not offered during 2024-2025 academic year.

The Northern Renaissance (roughly c. 1400-1600) spans an historical period of epochal transitions: Europe began this era with a globe and mindset that rarely ventured beyond its geographic boundaries, and it concluded these centuries as one continent within a world that was emphatically, unavoidably, and thrillingly global. The paradigm shifts entailed were no less pronounced in the visual cultures and fine art traditions of Europe north of the Alps; this includes the growth of middle-class patronage, the Protestant Reformation, the rise of the printing press and print media, the practice of portraiture, the spread of humanism, the foundations of what might be referred to as an art market, and a fundamental revision of purpose and definition of art and the artist. Threaded throughout many of these developments run questions of mimesis, realism, skill, medium, and the growing cult of the artist, as well as the relationship with the Italian Renaissance, the Mediterranean, and the expanding globe. The Northern Renaissance witnessed the exciting birth of new media genres, especially oil painting on panel and the print, that would help determine the course of Western art history for centuries to come; at the same time, while the cultural and intellectual ruptures of the Northern Renaissance should be acknowledged, continuities with the earlier medieval world must also be remembered.

This course explores these and other histories as they played out within panel painting, book painting, the sumptuous arts (e.g., tapestries and metalwork), printing, sculpture, and architecture, focusing mainly on France, the Low Countries, Germany, and England. We will begin within the late medieval world of Burgundy, Prague, and Germany before progressing through such key artistic personalities as Sluter, Broederlam, the Limbourgs, Campin, the van Eycks, van der Weyden, Memling, Fouquet, Riemenschneider, Dürer, Grünewald, Altdorfer, Cranach, Bosch, Holbein, and Bruegel—such a narrative, however, will be equally enriched with less familiar and less canonical works.

AHIS UN2405 TWENTIETH CENTURY ART. 4.00 points.

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

Fall 2025: AHIS UN2405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2405	001/12313	T Th 2:40pm - 3:55pm 614 Schermerhorn Hall	Alexander Alberro	4.00	97/120

AHIS UN2601 ARTS OF JAPAN. 3.00 points.

Introduction to the painting, sculpture, and architecture of Japan from the Neolithic period through the present. Discussion focuses on key monuments within their historical and cultural contexts

AHIS BC2698 American Monument Cultures. 4.00 points.

Cities, institutions, and impassioned individuals are pulling down statues of people implicated in the histories of slavery, colonization and violence. This class explores why monuments are important, how they have been used historically to assert political and social power and different points of view on where to go from here. The nation is caught up in a vital debate about how historical figures and events should be recorded in the public square. Spurred by protests in Charlottesville, VA in the summer of 2017 and moved forward during the uprisings against police brutality in the summer of 2020, cities, institutions and impassioned individuals are pulling down and removing statues of Confederate leaders and other individuals implicated in the histories of slavery, colonization and violence even as objections are raised to these actions from both the left and the right. This activism led to the formation of a commission to study New York City's built environment in fall 2017 and its resolution advocating both taking down and putting up monuments here. Why are Monuments so important? How have they been used historically to assert political and social power? This course introduces the history of monument culture in the United States, focusing on monuments related to three controversial subjects: the Vietnam War, the Confederacy, and the "discovery" of America. We will study when, by whom, and in what form these monuments were erected and how artists and audiences of the past and present have responded to them. In addition to gaining historical background, students will create a podcast exploring the history and impact of a public monument in New York City. Class meetings will combine lecture and discussion and will include several guest speakers

AHIS BC2901 Contemporary Latin American Art. 3.00 points.

Focusing on South America, this course examines contemporary art produced in the region known as Latin America and its diasporas, roughly since mid-1940s to the present. The first half of the class attends to two tendencies of the 1940s–1970s, abstraction and conceptualism, lionized through a slew of acclaimed group and solo exhibitions organized across the hemisphere in the last twenty years. We will analyze these two tendencies in the distinct social, political, and economic contexts of their emergence in various "centers" of the continent paying special attention to the ideologies of modernization, progress, and economic development; political upheavals including violent dictatorships and other crises; artists' relationship to Western European and U.S. cultural centers, and transnational circulation networks; and the role of art institutions. To this end, we will pay special attention to how these trends have been historicized to date, and to what ends. The second half of the class will examine practices since the mid-1970s to the present in a comparative perspective: one, through the lens of identity politics and, two, analyzing the dynamics of the increased global dissemination of works from Latin America and by Latin-American descendants. Several visits to art institutions in NYC will be required as a part of the course

AHIS BC2904 Arts of North America. 4.00 points.

This class provides an introduction to the visual and material cultures of North America, primarily the United States, from the Colonial Period until World War II, produced by artists with a variety of cultural and social identities. Through the close visual analysis of images and objects, the careful reading of primary sources, and the strategic engagement with recent scholarship, we will study how what and who is "American" have been defined and redefined over the past three centuries. In 2024, the course will be organized into four large thematic units focusing on the relationships between visual culture and a) materials and material practices, b) a) social and political identities, c) nature and the environment, and d) cultural institutions and public spaces. Each of these themes is keyed primarily to a different historical moment, but will reach beyond those boundaries. Painters, craftspeople, sculptors and photographers discussed will include (but not be limited to) Miguel Cabrera, Benjamin West, John Singleton Copley, Thomas Cole, Lilly Martin Spencer, Harriet Powers, Rafael Aragon, Robert Duncanson, Frederick Church, Winslow Homer, Francisco Oller, Thomas Eakins, Timothy O'Sullivan, James MacNeill Whistler, Mary Cassatt, John Singer Sargent, Henry Ossawa Tanner, Frida Kahlo, and Dorothea Lange. Readings draw heavily on primary sources to give students a feel for how artists and audiences described their own historical situations

AHIS BC2905 Latin American Art. 4.00 points.

This course introduces key issues and phenomena in the arts and visual culture of the region known as Latin America from the rise of the great Indigenous civilizations, through the Spanish conquest to the early twentieth century and the full emergence of modern nation-states. We will examine the role of art and so-called art in the heterogeneous cultures across the continent and their role in the construction of its diverse regional identities and their attendant historical narratives, including the incorporation of Pre-Columbian and folk cultures. We will discuss the tensions between religious and secular, imperial, proto-nationalist, and nationalist visions for the function of arts and culture in its various regions. Finally, we will pay special attention to the representations of race, ethnicity, class, and gender, and their role in the Latin American identities' formation. By the first-hand interaction with the art objects available in NYC art collections, during class visits and individually, and using knowledge and concepts acquired in class, you will develop confidence in analyzing and interpreting artworks in both oral and written form, and contextualizing them in relation to existing scholarly discourses. Working in two-person teams, you will also become fluent in using libraries, archives, digital collections, and image repositories to create a proposal for an exhibition of art from Latin America on the subject of your choice. By paying special attention to the issues of methodology, this course serves as a springboard to further in-depth study of Latin American or other, non-US and non-European art forms, as well as the Chicano/Latinx cultural production within the current U.S. territory and beyond

AHIS BC2990 Sculpting in Time. 4.00 points.

This is an introductory course in time-based arts: video, sound, and performance, understood through the language of both short and long cinematic forms. We'll start with an in-depth study of the life and work of Soviet filmmaker Andrei Tarkovsky (1932-1986), whose art has a unique sense of time, driven by the unknown, the immaterial, and the spiritual. This class is for artists who want to construct their own sense of time, punctuation, and duration, as well as those looking to discover the visual and audio aesthetics of their generation. How does a feeling become an image, and what sound does it make? What are our media aesthetics and skins? Is there a way to address the optical beyond the eye and engage what we currently consider secondary senses, take our bodies back? Our collective task is to construct a camera (both a room and an apparatus) that captures both aural and visual images, creating a sonorous space where we can encounter ourselves in our own time. No prior knowledge of any medium is required. Not for the faint of heart

Fall 2025: AHIS BC2990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2990	001/00412	F 10:10am - 2:00pm 402 Diana Center	Irena Haiduk	4.00	6/13

AHIS BC3002 SUPERVISED PROJ PHOTOGRAPHY. 4.00 points.

In this course, you will conduct independent projects in photography in a structured setting under faculty supervision. You are responsible for arranging for your photographic equipment in consultation with the instructor. This course will afford you a framework in which to intensively develop a coherent body of photographs, critique this work with your classmates, and correlate your goals with recent issues in contemporary photography. Students are required to enroll in an additional fifteen contact hours of instruction at the International Center for Photography. Courses range from one-day workshops to full-semester courses. Permission of instructor only. The class will be limited to 20 students

Fall 2025: AHIS BC3002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3002	001/00396	M 11:00am - 12:50pm 501 Diana Center	John Miller	4.00	20/20

AHIS BC3003 SUPERVISED PROJ PHOTOGRAPHY. 4.00 points.

In this course, you will conduct independent projects in photography in a structured setting under faculty supervision. You are responsible for arranging for your photographic equipment in consultation with the instructor. This course will afford you a framework in which to intensively develop a coherent body of photographs, critique this work with your classmates, and correlate your goals with recent issues in contemporary photography. Students are required to enroll in an additional fifteen contact hours of instruction at the International Center for Photography. Courses range from one-day workshops to full-semester courses. Permission of instructor only. The class will be limited to 20 students

Spring 2025: AHIS BC3003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3003	001/00007	M 4:10pm - 6:00pm 501 Diana Center	John Miller	4.00	20/20

AHIS BC3031 IMAGERY AND FORM IN THE ARTS. 4.00 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

Spring 2025: AHIS BC3031

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3031	001/00008	M 2:10pm - 4:00pm 501 Diana Center	Jozefina Chetko	4.00	12/20
AHIS 3031	001/00008	M 4:00pm - 5:00pm 402 Diana Center	Jozefina Chetko	4.00	12/20

AHIS BC3428 The Making of Global Contemporary Art: Exhibitions, Agents, Networks. 4.00 points.

This lecture class introduces the notion of global contemporary art through the history of exhibitions, chiefly biennials and other large-scale endeavors, and principal agents behind them. On the one hand, the course considers exhibitions as a crucial tool of cultural diplomacy, which seek to position and/or reposition cities, regions, and even entire nations or “peoples” on the international scene. Thus, we will explore how the artistic interests vested in exhibition-making intersect with other—political, economic, ideological, and cultural—interests. We will consider those intersections paying special attention to the shifts in political relations and tensions during and after the Cold War, including the moment of decolonization in Africa; the moment commonly understood as “globalization” and associated with the expansion of the neoliberal capitalism after 1989; and, finally, the current moment of the planetary crisis. This expansive view of the “global contemporary art” will allow us to distinguish different impetuses behind internationalism and globalism that not only seek to establish hegemony, artistic or otherwise, but also look for the means to forge transnational dialogues and solidarities. On the other hand, this class seeks to illuminate how certain artistic idioms and approaches developed after World War II achieved primacy that influences artistic production to this day. To this end, we will examine the rise of a “visionary curator” as a theorist and tastemaker. We will also explore how more recent exhibitions have sought to expand the geography of the “canonized” post-WWII art movements and valorize artistic production conceived outside of the so-called “West.” In addition to weekly brief writing assignments (150–300 words each), both in and outside of class, the students in the course will reconceive the installation of one of MoMA’s permanent collection galleries (1940s-70s or 1970s-present) and produce a podcast that provides the rationale for the reinstallation in form of dialogue

Fall 2025: AHIS BC3428

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3428	001/00091	T Th 11:40am - 12:55pm 504 Diana Center	Dorota Biczal	4.00	29/60

AHIS BC3530 ADVANCED SENIOR STUDIO I. 4.00 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. For further info visit: <https://arthistory.barnard.edu/senior-thesis-project-art-history-and-visual-arts-majors>

Fall 2025: AHIS BC3530

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3530	001/00397	M 2:10pm - 6:00pm Room TBA	Joan Snitzer	4.00	10/20

AHIS BC3531 ADVANCED SENIOR STUDIO II. 4.00 points.

Advanced Senior Studio II is a critique class that serves as a forum for senior Visual Arts majors to develop and complete one-semester studio theses. The priorities are producing a coherent body of studio work and understanding this work in terms of critical discourse. The class will comprise group critiques and small group meetings with the instructor. Field trips and visiting artist lectures will augment our critiques. Please visit: <https://arthistory.barnard.edu/senior-thesis-project-art-history-and-visual-arts-majors>

Spring 2025: AHIS BC3531

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3531	001/00009	T 2:10pm - 6:00pm Room TBA	John Miller	4.00	6/18

AHIS BC3626 IN AND AROUND ABSTRACT EXPRESSIONISM. 4.00 points.

This course focuses on the history of modern art in the mid-twentieth century. To place mid-twentieth century modernism within its proper historical context, we will explore artistic practices elaborated between the 1920s and the 1960s in a wide range of different locations. We will also survey the major critical and historical accounts of modernism in the arts during these years. The course will first introduce the development of modernism, anti-modernism and avant-gardism in the period between the two World Wars, exploring the changing relationship between these cultural formations in Europe, the U.S.S.R., Mexico, and North America. The second part of the course will study the vicissitudes of modernism and avant-gardism in Europe, Latin America, and the U.S. during the 1930s and 1940s that led to the formation of Concrete art in Europe and Abstract Expressionism and the New York School in the United States. The third part of the course will examine the challenges to modernism and the reformulation of avant-gardism posed by the neo-avant-garde in North America, South America, Europe and Japan in the 1950s and early 1960s. The course will address a wide range of historical and methodological questions and problems. These include: the challenges to the idea of artistic autonomy, the evolving concept of avant-gardism, the ongoing problematic of abstraction, the formal principles of serialism and the grid, the logic of non-composition, the persistence of figuration, the changing role of cultural institutions, the impact of new technologies on cultural production, and the emergence of new audiences and patrons for art

AHIS BC3642 NORTH AMERICAN ART AND CULTURE. 3.00 points.**AHIS BC3666 DEATH DRIVE 3000. 4.00 points.**

“The aim of all life is death,” Sigmund Freud’s historic words do not appear strange today. Under siege of the perpetual breaking news cycle, the apocalypse is easy to imagine. Will it be an asteroid, a zombie virus or an all out nuclear war? Death Drive 3000 returns to the inanimate. Through a variety of reading, writing and making projects, this seminar studies the implications of our unbound and limitless death drive. Can any viable futures be located under the regimes of such imagination, futures that do not involve disposing of ourselves? From de Sade to Malabou to Clausewitz, topics include: primary nature, partial objects, necrosodomy, dismemberment, omophagia, suicide pacts, plagues, holocausts, total war and other symptoms of our collective end. Not for the faint of heart

AHIS BC3667 CLOTHING. 4.00 points.

Human beings create second, social, skins for themselves. Everyone designs interfaces between their bodies and the world around them. From pre-historic ornaments to global industry, clothing has always been a crucial feature of people's survival, desires, and identity. This course studies clothing from the perspectives of anthropology, architecture, art, craft, economics, labor, law, psychology, semiotics, sociology, and sustainability. Issues include gender roles, local traditions, world-wide trade patterns, dress codes, the history of European fashion, dissident or disruptive styles, and the environmental consequences of what we wear today

Fall 2025: AHIS BC3667

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3667	001/00093	M W 4:10pm - 5:25pm 304 Barnard Hall	Anne Higonet	4.00	186/210

AHIS BC3673 Intro History of Photography. 4 points.

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.

Spring 2025: AHIS BC3673

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3673	001/00010	T Th 2:40pm - 3:55pm 504 Diana Center	Alexander Alberro	4	45/60

AHIS BC3674 Art since 1945. 3 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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 BC3681 Directions in Contemporary Art. 3 points.**Not offered during 2024-2025 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 BC3687 Modern Japanese Art. 3 points.**Not offered during 2024-2025 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 BC3698 American Monument Culture. 4 points.

Class will meet twice a week plus digital workshops to be arranged.

The nation is currently caught up in a vital debate about how historical figures and events should be recorded in the public square. Cities, institutions and impassioned individuals are pulling down and removing statues of Confederate leaders and other individuals implicated in the history of slavery even as objections are raised to these actions from both the left and the right. This activism led to the formation of a commission to study New York City's built environment and to commit to both taking down and putting up monuments here.

Why are Monuments so important? How have they been used historically to assert political and social power? This course introduces the history of monument culture in the United States, focusing on monuments related to three controversial subjects: the Vietnam War, the Confederacy, and the "discovery" of America. We will study when, why, and in what form these monuments were erected and how artists and audiences of the past and present have responded to them. The assignments will mirror this structure: through an essay and two multimedia projects, students will both present an analysis of existing monuments and make a proposal for new ones.

Class meetings will combine lecture and discussion. In addition, students must attend two two-hour digital workshop. We will take two field trips and assignments will involve visits to offsite locations in New York City.

AHIS BC3831 Museums of New York City. 4.00 points.

New York City is home to one of the world's best museum ecologies. This seminar studies that ecology by museum type, against the backdrop of the city's cultural, economic, and social history. How can theories of collecting explain different museum types? How do museums anchor municipal identity? Class sessions will alternate between discussion sessions at Barnard, and field trips to museums

AHIS BC3841 REFRAMING OLD MASTERS. 4.00 points.

This course historicizes the medium of painting and the institutional frame of the art museum in order to posit new solutions for presenting Old Master painting. At an art historical juncture in which medium-specificity and national traditions are increasingly rare and at a political juncture attuned to unequal histories of race, class and gender, how to engage with these works? What is the potential for subverting longstanding assumptions about the role of art by reframing the Old Masters through innovative juxtaposition, installation and interpretation by contemporary artists, curators and the public? This course, led by a curator in European Paintings at The Metropolitan Museum of Art, takes place primarily at the museum. Assignments take the form of acquisition and exhibition proposals

AHIS BC3842 Introduction to Design. 4.00 points.

Everything we contact has been designed. Design makes and unmakes desires on a global scale. It organizes our lives—from the way we move to the interface that tracks our movements. We've trained for the end for a while now, apocalypse is announced on every image channel. In a world, soon impossible to physically inhabit, the things we consume now consume us. The stakes have never been higher. To make a new world, we must use design. Our planet need not be disposed. It is an infrastructure for another one. To make contact with it we need to understand design as a value system for propelling possibility, not possession. The designed world requires new relation to things and fullness of use. As we read, write, experience and make our own projects, Designing Design helps us: acquire intimate knowledge of how we got here, recognize our historical allies and foes, and foster imagination and intelligence to live and make responsibly. This course requires no prior design experience

Fall 2025: AHIS BC3842

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3842	001/00770	Th 10:10am - 2:00pm 402 Diana Center	Irena Haiduk	4.00	9/18

AHIS BC3844 Revolution and Art. 4.00 points.

In 1789, a French revolution shook the government foundation of Europe, and with it, all the arts. The principles of monarchy were rejected, women gained unprecedented freedoms, and French slavery was abolished. How did the arts express those upheavals? By 1805, a reaction against the Revolution. An emperor crowned himself, women's rights were revoked slavery was reinstated. How did the arts deal with this backlash?

AHIS BC3846 Designing Design II. 4.00 points.

The way an environment is made remains deeply embedded within it. Our environments shape us like our families, they nourish and educate us, they prejudice us. What if they were not a given? If our relationship to them was something we choose and shape, less of a blood relation, more of a lifelong friendship? A friend is an equal with their own agency and act as, a partner in play and life. Friendship is a place where we interact, welcome each-other and make the world together. The common task of this class is to devise a studio for making living environments to study how we could make, exhibit and live with art. Through a variety of individual and group readings and assignments, in-class case-studies and interviews we will test our preconceptions of space and time so that we may experience and inspire the state of being present. We will study and practice presence to form intimate bonds with interior, exterior, bodily and narrative environments already in existence and of our own making

AHIS BC3851 What is Art For?. 4.00 points.

Does art matter? How does it think of people and things, materials and minerals, the dead and the living? Can anything be art? Is art a part of life? Can it love? Can it bring change? Should it? Who can make art? Who is art for? Should art be public? Should art be free? How should art be traded? What desires should it power? How is art related to politics? Are they immediate family or distant cousins? Where and how does art live? How do artists live? What do artists want? What do we want from artists? What is art for? This seminar returns to the basics. During the COVID pandemic, the time of retreat, we embrace the opportunity to rethink our values. Our course is a stadium for posing vital questions about art from the diverse perspectives of five practicing artists. They are our weekly guests whose life and wisdom finds form in the act of making. In this class we read, write, debate and work toward understanding and putting to use the boundless resourcefulness of art

AHIS BC3853 Exhibiting Modern Inuit Sculpture. 4.00 points.

In this seminar, students will create a digital exhibition of ten stone sculptures produced by Inuit artists working within an important artistic tradition interconnected with Indigenous-Settler interaction during the second half of the twentieth century. Initially cultivated to bring Inuit people into the cash economy as part of a broader colonial process of disrupting seasonal migrations and subsistence lifeways, modern Inuit sculpture has developed in ways that increasingly center community leadership and assertions of artistic and cultural sovereignty in the face of environmental, economic, political and aesthetic change. The assignments for this class foreground writings, films, and artworks by Inuit scholars, artists, and community leaders. In preparation of the exhibition, we will and also work closely with the Brooklyn Museum staff to gain an understanding of their collection of Inuit sculpture and the staff roles in caring for it

AHIS BC3865 Paris: Capital of the 19th Century. 4 points.

APPLICATION DUE TO 826 SCHERMERHORN. **Not offered during 2024-2025 academic year.**

The Impressionist painting movement was committed to the representation of modern life. What did modern life mean to the Impressionists, and how did they represent it? How did Impressionist paintings interpret mid-nineteenth-century ideas about empirical observation, the re-design of Paris, urban spectacles, fashion, and the new reproducible media of their moment? Each student will choose one painting in the Met collection on which to give two presentations and write a final paper. Through close visual analysis, students will put their painting in its historical context, using comparisons with other works of art, as well as both primary and secondary sources included in the assigned reading.

AHIS BC3867 Photo as Material: A Studio Lab in Interdisciplinary Practices. 3.00 points.

Contemporary practitioners of photography often treat photos as not just images to look at but materials to manipulate. They create objects that echo the basic elements of the medium—light and lens—and use altered or expired photo paper. They assemble physical albums, fictional archives, and sculptural installations. They play with the circulation of images online, or share virtual experiences of spaces via printed images. In this course, we will look projects from recent decades that examine and expand the parameters of photography, including works by Liz Deschenes, David Horvitz, Zoe Leonard, Allison Rossiter, Stephanie Syjuco, and Wolfgang Tillmans. Via writing exercises, material experiments, and generative prompts, students will create their own research-informed projects that push photography beyond the screen or frame and into the material world

Spring 2025: AHIS BC3867

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3867	001/00012	M 10:10am - 2:00pm 402 Diana Center	Mira Dayal	3.00	6/18

AHIS BC3868 Tokyo. 4.00 points.

This seminar will take an interdisciplinary approach to the history of the complex and dynamic city of Tokyo from the mid-19th century to the present. The class will discuss the impact that industrialization and sustained migration have had on the city's housing and infrastructure and will examine the often equivocal and incomplete urban planning projects that have attempted to address these changes from the Ginza Brick Town of the 1870s, to the reconstruction efforts after the Great Kanto Earthquake. We will examine the impact of and response to natural disasters and war. We will discuss the emergence of so-called "new town" suburban developments since the 1960s and the ways in which these new urban forms reshaped daily life. We will discuss the bucolic prints of the 1910s through the 1930s that obscured the crowding, pollution and political violence and compare them with the more politically engaged prints and journalistic photographs of the era. We will also consider the apocalyptic imagery that is so pervasive in the treatment of Tokyo in post-war film and anime. There are no prerequisites, but coursework in modern art history, urban studies, and modern Japanese history are highly recommended

AHIS BC3869 Earth, Water, and the Anti-/Post- and Decolonial Turns in the Contemporary Art of the Americas. 4.00 points.

This theory-driven seminar focuses on the artistic practices that engage two primordial elements, earth and water, developed in the wake of land and environmental art of the late 1960s–early70s. It centers the projects concerned with the politics of land and water in the aftermath of colonialism in the Americas, paying special attention to the work of those dispossessed by colonial projects—that is, Indigenous, Black, mestizo, and other racialized, diasporic, and/or migrant-descendant artists (i.e. Latinxs in the United States). For one, these practices are contextualized within the larger history of land/water representations and their attendant, often explicitly nationalist, ideologies as the attempts to remediate their effects and aftereffects. Two, these practices are analyzed vis-à-vis a wide range of anticolonial, postcolonial, and decolonial theories developed in the Americas and beyond in order to facilitate their historicization and theorization. It is the historical development of these theories that serves as a structuring tool for the course. In that vein, we consider the methodological question of how and when "theory" can be useful to art historical analysis, and how the concepts operative in the present can be applied and useful to the past, on the one hand. On the other, the seminar posits our current moment as a discrete era within a long history of struggles for self-determination variegated by distinct understandings of what the "Americas" are and how they were "made," both of matter, peoples, and ideas. Simultaneously, it investigates concepts of time and temporality in order to illuminate and consider distinct understandings of human and other-than-human relations fundamental to the making and inhabiting of a "place." Some of the authors discussed include Frantz Fanon, Aimé Césaire, Gayatri Chakravorty Spivak, Anibal Quijano, Walter Dignolo, María Lugones, Sylvia Wynter, Rita Segato, Juan López Intzin, Glen Coulthard, Sheryl Lightfoot, Gloria Anzaldúa, and Eve Tuck and Wayne K. Yang

AHIS BC3928 Dutch Seventeenth Century Art. 4.00 points.

This course is devoted to a close examination of Dutch art of the seventeenth century, one of the most celebrated chapters in the history of art. Students will be exposed to seminal art historical texts on the period, at the same time as they receive exposure to connoisseurship, conservation, and technical art history

AHIS BC3929 Fashion Revolution, Instagram Art History. 4 points.
Not offered during 2024-2025 academic year.

This seminar launches on Instagram the most radical and influential fashion plates in European history, from the *Journal des Dames et des Modes*. A rare complete set of the *Journal's* revolutionary 1797-1804 plates has recently been rediscovered at the Morgan Library, and digitized. The Morgan has generously allowed us to be the ones to release the plates online.

The French Revolution of 1789 promised that women and men could completely reinvent themselves, with the help of a total style transformation.

Between 1797 and 1804, after the political crisis of the first revolutionary years and before Napoleon became Emperor, the *Journal des dames et des modes* showed all Europeans how to look, read, and entertain themselves as modern individuals. It rejected the dress rules and materials that had signaled static social rank in favor of mobile self-expression through consumer choice. The change was so radical for women that it was partially reversed after 1804, but for men it endured.

AHIS BC3931 The Body in Medieval Art. 4 points.
Not offered during 2024-2025 academic year.

This seminar explores how the body, broadly defined, was represented, stage, and theorized in the art of medieval Europe. The bodies discussed include human, divine, demonic, fleshly, corruptible, saintly, sexed, and raced bodies. The seminar will thematically approach these different body genres via painting, sculpture, architecture, and the precious arts.

AHIS BC3933 BUOYANCY. 4.00 points.

"Be like a duck. Calm on the surface, but always paddling like the dickens underneath.",Michael Caine , We do not live our own desires. Pressing ourselves into heavy molds not made for our bodies compresses us, tears our skin, and bruises our features. It is hard to breathe. We sink. Weight harbors the downward pull. It attaches itself in many ways but there are countless ways to set it down, to be free. This takes practice and skill. The common task of this visual arts seminar is to distinguish ourselves from the weight we carry. Through a variety or reading, writing, and making activities we shall seek out and contact levity: that gravity that changes our bodies, make us light of touch, aerates and propels us toward the state of buoyancy. Not for the faint of heart

AHIS BC3959 SENIOR RESEARCH SEMINAR. 3.00 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

Fall 2025: AHIS BC3959

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3959	001/00398	T 6:10pm - 8:00pm 501 Diana Center	Elizabeth Hutchinson	3.00	16/25

AHIS BC3960 SENIOR RESEARCH SEMINAR. 3.00 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

Spring 2025: AHIS BC3960

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3960	001/00015	T 6:10pm - 8:00pm 501 Diana Center	Rosalyn Deutsche	3.00	20/30

AHIS BC3968 ART CRITICISM. 4.00 points.

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 artists oeuvre

Fall 2025: AHIS BC3968

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3968	001/00410	T 10:10am - 12:00pm 306 Milbank Hall	John Miller	4.00	8/18

AHIS BC3969 Art/Criticism II. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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/artisth

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 Reinhardt, 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 # THEORIES OF ART HIST. 4.00 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

Fall 2025: AHIS BC3970

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3970	001/00411	T 2:10pm - 4:00pm 501 Diana Center	Dorota Biczal	4.00	11/25
AHIS 3970	002/00456	Th 4:10pm - 6:00pm 501 Diana Center	Alexander Alberro	4.00	14/25

AHIS BC3971 Rococco and It's Revivals. 4 points.

Not offered during 2024-2025 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 East. 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. 4.00 points.

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

Spring 2025: AHIS BC3976

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3976	001/00721	Th 10:10am - 12:00pm 501 Diana Center	Jonathan Reynolds	4.00	9/12

AHIS BC3984 CURATORIAL POSTNS 1969-PRES. 4.00 points.

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

Fall 2025: AHIS BC3984

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3984	001/00458	Th 10:10am - 12:00pm 501 Diana Center	Valerie Smith	4.00	8/18

Asian and Middle Eastern Cultures

321 Milbank Hall

212-854-5417

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 courses from the Barnard and Columbia curriculum, obtain three 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 Eastern, South Asian, and African Studies (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 Eastern, South Asian, and African Studies (401 Knox) for details.

Barnard Faculty:

Professor and Chair: Rachel McDermott

Professor: David "Max" Moerman

Assistant Professors: Nicholas Bartlett, Matthew L. Keegan, Lili Xia

Associate Professor of Professional Practice: Hisham Matar (Spring only)

Term Assistant Professors: Nathanael Shelley

Chinese language instructor: Danwei Li

Korean language instructor: HwanHee Kim

Other officers of the University offering courses listed below:

Professors: Muhsin Al-Musawi (Arabic Studies/MESAAS), Gil Anidjar (Religion/MESAAS), Partha Chatterjee (Emeritus/Anthropology/MESAAS), Myron Cohen (Anthropology), Hamid Dabashi (MESAAS), Mamadou Diouf (African Studies/MESAAS), Laura Fair (MESAAS), Carol N. Gluck (History–Emeritus), Najam Haider (Religion), Wael Hallaq (MESAAS), John S. Hawley (Religion), Gil Hochberg (MESAAS--**CHAIR**), Theodore Hughes (EALAC), Robert P.W. Hymes (EALAC), Subhashini

Kaligotla (Art History), Sudipta Kaviraj (MESAAS), Rashid Khalidi (MESAAS/History), Dorothy Ko (History–On leave Fall 2024), Eugenia Lean (EALAC), Feng Li (EALAC), Lydia Liu (EALAC), Lening Liu (EALAC), Mahmood Mamdani (Anthropology/MESAAS–On Leave Spring 2025), Joseph Massad (MESAAS), Matthew McKelway (Art History), Brinkley M. Messick (Anthropology/MESAAS), Timothy Mitchell (MESAAS–On Leave Fall 2024), Sheldon Pollock (MESAAS–Emeritus), Anupama Rao (History/MESAAS), Jonathan M. Reynolds (Art History), Wei Shang (EALAC--**CHAIR**), Haruo Shirane (EALAC--**Vice-Chair**), Michael Stanislawski (History), Tomi Suzuki (EALAC), Gray Tuttle (EALAC), Gauri Viswanathan (English & CompLit–On Leave Fall 2024/Spring 2025), Marc Van De Mieroop (History), Jennifer Wenzel (English & MESAAS), Madeleine Zelin (EALAC), Jin Xu (Art History–On Leave Fall 2024/Spring 2025)

Associate Professors: Manan Ahmad (History), Michael Como (EALAC and Religion), Aaron Andrew Fox (Music), Mana Kia (MESAAS--**DGS**), Jungwon Kim (EALAC), Seong Uk Kim (EALAC), Paul Kreitman (EALAC), David Lurie (EALAC), Debashree Mukherjee (MESAAS–On Leave Fall 2024), Lien-Hang Nguyen (EALAC & History), Gregory Pflugfelder (EALAC), Ying Qian (EALAC), Alison Vacca (MESAAS--**DUS**–On Leave Fall 2024/Spring 2025)

Assistant Professors: Sarah R. bin Tyer (MESAAS), Isabel Huacuja Alonso (MESAAS–On Leave Spring 2025), Lu Kou (EALAC), John Phan (EALAC), Takuya Tsunoda (EALAC), Elaine Van Dalen (MESAAS–On Leave Fall 2024), Zhaohua Yang (Religion and EALAC), Jonathan Peterson (MESAAS)

Requirements for the Major

You need a total of 45 points, minimum, across all three tracks of our major. Note that most students, especially if you are not already at an advanced level of language study, will need to take far more courses, and hence points.

6 points for two language classes

4 points for Asian Humanities

8 points for two Civilization classes

4 points for a required theory course

5 x 3 point courses = 15 points for five courses in the major

8 points total for the thesis

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 W - CHNS UN3006 THIRD YEAR CHINESE W II 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 MOD COLLOQ TIBET I - TIBT UN3612 THIRD YEAR MODERN 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 - CHNS UN3004 THIRD YEAR CHINESE II 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

Two of the following survey courses:

ASCE UN1359 INTRO TO EAST ASIAN CIV: CHINA

ASCE UN1361 INTRO EAST ASIAN CIV: JPN

ASCE UN1363 INTRO TO EAST ASIAN CIV: KOREA

ASCE UN1365 INTRO EAST ASIAN CIV: TIBET

ASCE UN1367 INTRO EA CIV: VIETNAM

All majors are required to take EAAS UN3990 APPROACHES TO E 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 20% 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 MAJOR TEXTS: MIDDLE EAST/ INDIA
- Middle East & South Asia: MDES UN3000 THEORY AND CULTURE

Two of the following courses:

- Asian Civilizations-Middle East: ASCM UN2003 INTRO TO ISLAMIC CIVILIZATION
- Asian Civilizations-Middle East: ASCM UN2008 CONTEMP ISLAMIC CIVILIZATION
- Asian Civilizations-Middle East: ASCM UN2357 INTRO 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, Bengali, Hebrew, Hindi, Persian, Punjabi, Sanskrit, Tamil, Turkish, or Urdu 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 office of Department of Middle Eastern, South Asian, and African Studies 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](#) 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 UN1399, Colloquium on Major Texts of South Asia and the Middle East
- One civilizations class relating to the language and region of study (Indian Civ, Islamic Civ, or Tibetan 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 UN1001 CRITICAL THEORY: A GLOBAL PERSPECTIVE. 4.00 points.

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

The purpose of this foundational course is to introduce Columbia undergraduate students, in the context of their Global Core curriculum, to the seminal field of critical theory. The historical domain of this course is within the last century and its geographical spectrum is global. European critical thinkers are included in this course but not privileged. Thinkers from Asia, Africa, Europe, North, South, and Latin America, are examined here in chronological order and in equal democratic footing with each other. This course as a result is decidedly cross-cultural, one step forward towards de-alienating critical thinkers from around the globe and the issues they address without pigeonholing them as something “other” or “different.” The course is designed and offered in the true spirit of the “Global Core.” The purpose of the course is to reach for the common denominator of serious critical thinking about the fate of our humanity and the health of our social relations in an increasingly fragile world—where the false binaries of “the West” and “the Rest” no longer hold. The roster of critical thinkers we will examine is by no means exhaustive but representative. Any number of other critical thinkers can be added to this roster but none of those we will examine can be excluded from them. The course is divided into thirteen successive weeks and for each week a number of seminal, original, and groundbreaking texts are identified. Each week we will examine selected passages from these texts. The course is designed as a lecture course, and my lectures are based on the totality of these texts but students will be assigned specific shorter passages to read

MDES UN1002 CRITICAL THEORY:G.P.-DISC. 0.00 points.

Corequisites: MDES UN1001. Discussion sections (TWO) to accompany the course MDES UN1001, Critical Theory: A Global Perspective

MDES UN3000 THEORY AND CULTURE. 4.00 points.

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

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

CSER UN3905 ASIAN AMERICAN # PSYCH OF RACE. 4.00 points.

This seminar provides an introduction to mental health issues for Asian Americans. In particular, it focuses on the psychology of Asian Americans as racial/ethnic minorities in the United States by exploring a number of key concepts: immigration, racialization, prejudice, family, identity, pathology, and loss. We will examine the development of identity in relation to self, family, college, and society. Quantitative investigation, qualitative research, psychology theories of multiculturalism, and Asian American literature will also be integrated into the course

Spring 2025: CSER UN3905

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3905	001/15874	T 10:10am - 12:00pm 420 Hamilton Hall	Motoni Fong Hodges	4.00	16/15

CSER UN3922 RACE#REPRESENTATION IN ASIAN AMER CINEMA. 4.00 points.

Enrollment limited to 22.

This seminar focuses on the critical analysis of Asian representation and participation in Hollywood by taking a look at how mainstream American cinema continues to essentialize the Asian and how Asian American filmmakers have responded to Hollywood Orientalist stereotypes. We will analyze various issues confronting the Asian American, including yellowface, white patriarchy, male and female stereotypes, the "model minority" myth, depictions of "Chinatowns," panethnicity, the changing political interpretations of the term Asian American throughout American history, gender and sexuality, and cultural hegemonies and privileging within the Asian community

Fall 2025: CSER UN3922

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3922	001/10180	Th 4:10pm - 6:00pm 306 Uris Hall	Eric Gamalinda	4.00	23/22

CSER UN3923 LATINX & ASIAN AMER MEMOIR. 4 points.

In this class, we will explore Latino and Asian American memoir, focusing on themes of immigration and duality. How do we construct identity and homeland when we are multiple? How do we define ourselves and how do others define us? By reading some of the most challenging and exciting memoirs by Latino and Asian Americans, we will attempt to answer these questions and/or at least try to understand these transnational and multicultural experiences. This class combines the critical with the creative—students have to read and critic memoirs as well as write a final 10-page nonfiction creative writing piece. Students will also have the opportunity to speak to some Latino and Asian authors in class or via SKYPE. Students will be asked to prepare questions in advance for the author, whose work(s) we will have read and discussed. This usually arises interesting and thought-provoking conversations and debates. This Dialogue Series within the class exposes students to a wide-range of voices and offers them a deeper understanding of the complexity of duality.

EAAS UN3999 RESEARCH IN EAST ASIAN STUDIES. 2.00 points.

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 2025: EAAS UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3999	001/10940	M 6:10pm - 8:00pm 254 International Affairs Bldg	Peter Yuanxi Chen, Lu Kou	2.00	6/15

CPLS GU4111 World Philology. 4 points.

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

Philology, broadly defined as the practice of making sense of texts, is a fundamental human activity that has been repeatedly institutionalized in widely separated places and times. In the wake of the formation of the modern academic disciplines in the nineteenth century and their global spread, it became difficult to understand the power and glory of older western philology, and its striking parallels with other pre- and early modern forms of scholarship around the globe. This class seeks to create a new comparative framework for understanding how earlier generations made sense of the texts that they valued, and how their practices provide still-vital models for us at a time of upheaval in the format and media of texts and in our scholarly approaches to them. Students will encounter key fields of philology—textual criticism, lexicography, grammar, and, above all, commentary—not in the abstract but as instantiated in relation to four foundational works—the Confucian Analects, the Rāmāyaṇa of Vālmīki, the Aeneid, and the Tale of Genji—and the scholarly traditions that grew up around them. We are never alone when we grapple with the basic question of how to read texts whose meaning is unclear to us. Over the course of the semester, this class will foster a global understanding of the deep roots and strange parallels linking contemporary reading and interpretation to the practices of the past.

East Asian, General and Comparative

AHUM UN1400 COLLOQUIUM ON MAJOR TEXTS. 4.00 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

Spring 2025: AHUM UN1400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/11658	M 2:10pm - 4:00pm 613 Hamilton Hall	Seong-Uk Kim	4.00	21/20
AHUM 1400	002/00576	W 2:10pm - 4:00pm 119 Milstein Center	David Moerman	4.00	19/20
AHUM 1400	003/17289	T 4:10pm - 6:00pm 222 Pupin Laboratories	Yifan Zhang	4.00	23/25

Fall 2025: AHUM UN1400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/10915	W 12:10pm - 2:00pm 424 Kent Hall	Allison Bernard	4.00	24/25
AHUM 1400	002/10916	T 4:10pm - 6:00pm 411 Kent Hall	John Phan	4.00	28/25
AHUM 1400	003/10917	M 2:10pm - 4:00pm 411 Kent Hall	Seong-Uk Kim	4.00	26/25
AHUM 1400	004/10918	T 2:10pm - 4:00pm 707 Hamilton Hall	Michael Como	4.00	24/25
AHUM 1400	005/00389	W 2:10pm - 4:00pm 119 Milstein Center	David Moerman	4.00	11/25
AHUM 1400	006/15629	Th 2:10pm - 4:00pm 522c Kent Hall	Yifan Zhang	4.00	19/20
AHUM 1400	007/15626	M 4:10pm - 6:00pm 507 Hamilton Hall	Guoying Gong	4.00	16/21

RELI UN2308 BUDDHISM: EAST ASIAN. 4.00 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

Fall 2025: RELI UN2308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2308	001/11388	M W 11:40am - 12:55pm 330 Uris Hall	Kelly Carlton	4.00	58/60

RELI UN2309 HINDUISM. 4.00 points.

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

Considers efforts since 1900 to synthesize a coherent understanding of what Hinduism entails, sometimes under the heading of sanatana dharma. Using a rubric provided by the Bhagavad Gita, explores philosophical/theological (jnana), ritual (karma), and devotional (bhakti) aspects of Hindu life and thought

Spring 2025: RELI UN2309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2309	001/00508	M W 11:40am - 12:55pm 202 Milbank Hall	Meghan Hartman	4.00	32/35

Fall 2025: RELI UN2309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2309	001/00014	M W 1:10pm - 2:25pm 418 Barnard Hall	Meghan Hartman	4.00	58/60

EAAS UN2342 Mythology of East Asia. 4 points.

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

Through close readings of major myths of China, Japan, and Korea, this course provides a survey of significant themes of East Asian culture. Inclusion of selected comparative readings also leads students to reconsider the nature of 'world mythology,' a field often constituted by juxtaposing Greek and Latin classics with oral texts collected during anthropological fieldwork. The core materials for this class are from ancient written traditions, but they speak with force and clarity to modern readers, as is underlined by our attention to latter-day reception and reconceptualization of these narratives. This is an introductory, discussion-based class intended for undergraduates. No prior knowledge of East Asian history or culture is required, and all course readings are in English. Satisfies the Global Core requirement.

RELI UN2388 BUDDHISM: EAST ASIAN-DISC. 0.00 points.

Fall 2025: RELI UN2388

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2388	001/11389	F 10:00am - 10:50am 201 80 Claremont	Tianxin Chen	0.00	15/20
RELI 2388	002/11391	Th 9:00am - 9:50am C01 80 Claremont	Catherine Otachime	0.00	21/20
RELI 2388	003/16996	Th 2:00pm - 2:50pm 703 Hamilton Hall	Gabriella Lee	0.00	19/20

RELI UN2405 CHINESE RELIGIOUS TRADITIONS. 4.00 points.

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

This course provides a chronological and thematic introduction to Chinese religions from their beginnings until modern times. It examines distinctive concepts, practices and institutions in the religions of China. Emphasis will be placed on the diversity and unity of religious expressions in China, with readings drawn from a wide-range of texts: religious scriptures, philosophical texts, popular literature and modern historical and ethnographic studies. Special attention will be given to those forms of religion common to both "elite" and "folk" culture: cosmology, family and communal rituals, afterlife, morality and mythology. The course also raises more general questions concerning gender, class, political patronage, and differing concepts of religion

HIST UN2580 US - EAST ASIA RELATIONS. 4.00 points.

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

This lecture course examines the history of the relationship between the United States and the countries of East Asia in the 19th and 20th centuries. The first half of the course will examine the factors that drove the United States to acquire territorial possessions in Asia, to vie for a seat at the imperial table at China's expense, and to eventual confrontation with Japan over mastery in the Pacific from the turn of the century leading to the Second World War. The second half of the course will explore the impact of U.S. policy toward East Asia during the Cold War when Washington's policy of containment, which included nation-building, development schemes, and waging war, came up against East Asia's struggles for decolonization, revolution, and modernization. Not only will this course focus on state-to-state relations, it will also address a multitude of Chinese, Japanese, Korean, and Vietnamese perspectives on the United States and American culture through translated text, oral history, fiction, and memoir. Participation in weekly discussion sections, which will begin no later than the third week of classes, is mandatory

EAAS UN2844 CULTURE, MENTAL HEALTH, AND HEALING IN EAST ASIA. 4.00 points.

Why do certain mental illnesses only appear in specific regions of the world? What processes of translation, adaption, and "indigenization" take place when psychiatric diagnostic categories, pharmaceutical regimens, and psychodynamic treatments developed in the West travel to China, Japan and South Korea? How do contemporary East Asian therapeutic modalities destabilize biomedical assumptions about the origins and treatment of mental illness? This course employs anthropological analysis to explore the paradoxes of "culture-bound syndromes", examine how biomedical psychiatric practices have been received and transformed, and discuss the ways in which shamanistic rituals and Traditional Chinese Medicine clinical encounters understand their objects of intervention. Focusing on East Asia with a particular emphasis on China, we will employ interpretive and political economic anthropological analyses to explore experiences of people struggling with illness, the practices of health practitioners who treat them, and the broader social and historical contexts that shape these interactions

Spring 2025: EAAS UN2844

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 2844	001/00894	T Th 1:10pm - 2:25pm 328 Milbank Hall	Nicholas Bartlett	4.00	55/54

EAAS UN3322 EAST ASIAN CINEMA. 4.00 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 Yasujiro Ozu, Akira Kurosawa, Yu Hyunmok, 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

Spring 2025: EAAS UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3322	001/11668	W 4:10pm - 6:00pm 825 Seeley W. Mudd Building	Takuya Tsunoda	4.00	46/40

Fall 2025: EAAS UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3322	001/10936	M 4:10pm - 6:00pm 602 Hamilton Hall	Ying Qian	4.00	51/50

HSEA UN3355 Antiquarianism and the Politics of the Past in East Asian History. 4.00 points.

This course introduces students to the history of antiquarianism in East Asia and explores how people in the past negotiated their own pasts through the medium of material culture. We will examine how historical societies engaged with antiquities—through collecting and displaying, copying and faking, preserving and erasing—and how antiquarian traditions shaped social memory and collective identity in China, Japan, and Korea from the first millennium BCE to the early twentieth century. We will pay particular attention to the life and afterlife of ancient Chinese ritual bronzes through the centuries as a case study to consider how the politics of the past translated across both time and geographic space in East Asia

ANTH UN3465 WOMEN, GENDER POL-MUSLIM WORLD. 3.00 points.

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

Practices like veiling, gendered forms of segregation, and the honor code that are central to Western images of Muslim women are also contested issues throughout the Muslim world. This course examines debates about gender, sexuality, and morality and explores the interplay of political, social, and economic factors in shaping the lives of men and women across the Muslim world, from the Middle East to Europe. The perspective will be primarily anthropological, although special attention will be paid to historical processes associated with colonialism and nation-building that are crucial to understanding present gender politics. We will focus on the sexual politics of everyday life in specific locales and explore the extent to which these are shaped by these histories and the power of representations mobilized in a global world in the present and international political interventions. In addition to reading ethnographic works about particular communities, we read memoirs and critical analyses of the local and transnational activist movements that have emerged to address various aspects of gender politics and rights

Spring 2025: ANTH UN3465

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3465	001/10584	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Lila Abu-Lughod	3.00	58/75

RELI UN3500 BUDDHIST ETHICS. 3.00 points.**HIST UN3866 WARS OF INDOCHINA. 4.00 points.**

This course will analyze the wars for Vietnam in the Cold War era from a multitude of perspectives, vantage points, and mediums. Using the award-winning documentary, *The Vietnam War*, as the basis of the seminar, students will explore this violent period in Indochinese history that witnessed decolonization movements, revolutionary struggles, state and nation-building, superpower interventions, and devastating warfare. At the same time, the battles that unfolded in mainland Southeast Asia posed geostrategic challenges to former imperial powers and the superpowers of the Cold War era. The class will not only familiarize students with Vietnam's tumultuous history, it introduces the latest debates, newest research, and most recent documentary films on this oft-studied topic

Fall 2025: HIST UN3866

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3866	001/10322	W 10:10am - 12:00pm 201 80 Claremont	Lien-Hang Nguyen	4.00	17/24

HSEA UN3898 THE MONGOLS IN HISTORY. 3.00 points.

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

Study of the role of the Mongols in Eurasian history, focusing on the era of the Great Mongol Empire. The roles of Chinggis and Khubilai Khan and the modern fate of the Mongols to be considered

Spring 2025: HSEA UN3898

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3898	001/11818	T 10:10am - 12:00pm 507 Hamilton Hall	Morris Rossabi	3.00	23/25

CSER UN3928 COLONIZATION/DECOLONIZATION. 4.00 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.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructors 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

Fall 2025: CSER UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/10182	W 10:10am - 12:00pm 420 Hamilton Hall	Karl Jacoby	4.00	21/20

SOCI UN3968 IMMIGRATION, RACE, AND ASIAN AMERICANS. 4.00 points.

Drawing from evidenced-based social science research, this course will equip students to understand how the laws and policies of America's past continue to affect the experiences, trajectories, and perceptions of Asian Americans today. Tracing the racial mobility of Asian Americans from "unassimilable to exceptional", we begin by studying legacies of exclusion and then examine Asian Americans' experiences in education, affirmative action, the workplace, and the surge of anti-Asian violence during the Covid-19 pandemic

EAAS UN3990 APPROACHES TO E ASIAN STUDIES. 4.00 points.

Enrollment is limited to EALAC and AMEC majors and concentrators only.

This course is intended to provide a focal point for undergraduate majors in East Asian Studies. It introduces students to the analysis of particular objects of East Asian historical, literary, and cultural studies from various disciplinary perspectives. The syllabus is composed of a series of modules, each centered around an object, accompanied by readings that introduce different ways of understanding its meaning

Fall 2025: EAAS UN3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3990	001/10933	T 4:10pm - 6:00pm 201b Philosophy Hall	Robert Hymes	4.00	11/15

EAAS UN3901 SENIOR THESIS. 3.00 points.

Prerequisites: Senior majors only. Senior Seminar required of all majors in East Asian Studies. Open only to senior majors

Spring 2025: EAAS UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3901	001/11687		Daniel Penner, Lu Kou	3.00	5/15

EAAS UN3999 RESEARCH IN EAST ASIAN STUDIES. 2.00 points.

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 2025: EAAS UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3999	001/10940	M 6:10pm - 8:00pm 254 International Affairs Bldg	Peter Yuanxi Chen, Lu Kou	2.00	6/15

EARL GU4023 Women in Buddhism. 4.00 points.

This course examines a broad array of topics related to the nature of women in Buddhism, both as presented in historical and religious texts as well as in the lives of female Buddhist practitioners. Our aim will be to consider these rules and traditions within the context of their creation as well as their subsequent use. We will also look to the words and examples of women Buddhist practitioners directly, including in modern Western Buddhism

HSEA GU4110 HISTORY SCIENCE AND TECH IN EAST ASIA. 4.00 points.

This course explores the life of scientific and technological artifacts in East Asia. We will examine everyday objects alongside core literature from Science and Technology and Society (STS) studies to raise new historical questions and methodological approaches. From clocks to paper, from pregnancy to immortality, we will take on a close reading of objects and ideas by directly engaging with the circumstances under which they were made.

EARL GU4120 CHAN/ZEN BUDDHISM. 4.00 points.

Prerequisites: Some background in East Asian Buddhism, or instructor permission required. Zen has become a household term, but the reality behind this term is not well known. Originating in China around the 6th century C.E. the Chan/Zen tradition became one of the major Buddhist schools and rapidly spread to Korea, Japan, Vietnam (and, to a certain extent, Tibet). This course examines some aspects of this tradition, emphasizing its historical development, its mythological elements, and its multifaceted practice, which has for too long been reduced in the Western mind to meditation

HSEA GU4220 ISLAM IN CHINA AND INNER ASIA. 4.00 points.

This seminar 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

RELI GU4307 BUDDHISM # DAOISM IN CHINA. 4.00 points.

Prerequisites: one course on Buddhism or Chinese religious traditions is recommended, but not required, as background.

In recent decades, the study of the so-called “Buddho-Daoism” has become a burgeoning field that breaks down the traditional boundary lines drawn between the two Chinese religious traditions. In this course we will read secondary scholarship in English that probes the complex relationships between Buddhism and Daoism in the past two millennia. Students are required not only to be aware of the tensions and complementarity between them, but to be alert to the nature of claims to either religious purity or mixing and the ways those claims were put forward under specific religio-historical circumstances. The course is organized thematically rather than chronologically. We will address topics on terminology, doctrine, cosmology, eschatology, soteriology, exorcism, scriptural productions, ritual performance, miracle tales and visual representations that arose in the interactions of the two religions, with particular attention paid to critiquing terms such as “influence,” “encounter,” “dialogue,” “hybridity,” “syncretism,” and “repertoire.” The course is designed for both advanced undergraduate and graduate students in the fields of East Asian religion, literature, history, art history, sociology and anthropology. One course on Buddhism or Chinese religious traditions is recommended, but not required, as background

Spring 2025: RELI GU4307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/17349	Th 4:10pm - 6:00pm 101 80 Claremont	Zhaohua Yang	4.00	14/22

Fall 2025: RELI GU4307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/10470	Th 4:10pm - 6:00pm 507 Philosophy Hall	Zhaohua Yang	4.00	21/22

EAAS GU4445 Proletarian Asia - working-class culture from 1930s to present. 4.00 points.

From Bong Joon-ho's runaway success *Parasite*, to manga adaptations of Kobayashi Takiji's novel *The Crab Cannery Ship*, to the proliferation of Chinese migrant worker poetry, recent developments in the cultural landscape of East Asia have seen a renewed concern with the plight of workers and other sections of the oppressed under conditions of late capitalism. This course offers students the opportunity to situate these developments within an extended historical trajectory as the basis on which to think about the relation of radical histories to our present and possible future. It does so by integrating contemporary cultural texts with earlier cultural experiments that arose amidst the political turbulence of the 1930s across a range of locations in East Asia

POLS GU4473 Political Transitions in Southeast Asia. 4 points.

What political direction is Southeast Asia taking? Over the past two decades, Indonesia has been transformed from a military-dominated semi-authoritarian state to the region's most vigorous and open political order. Meanwhile Thailand has experienced two military coups since 2006, and early patterns of political liberalization seem to be unraveling. And Burma has gone from international pariah to prospective new democracy.

Is it possible to see any overall regional trends? Are teleological assumptions of the inexorable rise of democracy being vindicated – or does much of the evident point in just the opposite direction? The module will examine the nature of transitions (and attempted transitions) to more open political systems in Southeast Asia, with a primary focus on Burma, Indonesia, and Thailand. After a brief review of the three cases, the course will adopt a thematic approach, first reviewing the character of the state, including national mythologies, the military and the relations between capital city and provinces. It will then explore aspects of transition, including the changing political economy, the rise of electoral politics, the role of religion and media, and the phenomenon of rally politics. Challenges to national elites from the regions will also be closely scrutinised. These themes and issues have a broader relevance to wider debates in comparative politics, which students will be encouraged to explore in their papers.

RELI GU4513 BUDDHISM AND NEUROSCIENCE. 4.00 points.

With the Dalai Lamas 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

RELI GU4516 The Politics of Freud in the Postcolony. 4 points.

This seminar examines the legacies of psychoanalysis through a critical exploration of how its concepts, practices and institutes have operated in colonial and postcolonial contexts. Weekly discussions will look at how practicing therapists, activists, anthropologists and others have extended, subverted and displaced psychoanalytic thought within non-European histories and imaginaries. Topics include challenges to the universality of the Oedipus emerging from early 20th century anthropologist's studies of kinship in Papua New Guinea, legacies of a self-made South Asian psychoanalyst's challenges to Freudian orthodoxies, and the study of a psychoanalysis of racism forged out of a Martinican psychiatrist's encounters with colonial neuroses in Algeria. We will also explore how psychoanalytic concepts have been deployed in debates about repression and sexuality in daily life during the Cultural Revolution and the psychic legacies of Maoism in contemporary China. In addition to reading the work of Freud and his critics, we will encounter primary materials—religious texts, movies, novels—that have been subjected to psychoanalytically-inflected interpretations. While attending to the cultural, racial and political assumptions suffusing psychoanalysis, our seminar will also show how variously situated authors have given this tradition new applications and meanings.

RELI GU4535 BUDDHIST CONTEMPLATIVE SCIENCES. 4.00 points.

Prerequisites: the instructor's permission.

Buddhist arts and sciences traditionally are divided into the interconnected disciplines of ethics (*śīla*), wisdom/philosophy (*prajñā*), and "meditation" or experiential cultivation (*samādhi/bhāvanā*). This seminar course introduces the latter discipline, thus complementing and completing Prof. Yarnall's Columbia seminars on Buddhist Ethics (RELI UN3500) and Indo-Tibetan Buddhist Philosophy (RELI GU4630), either of which—in addition to his introductory lecture course on Indo-Tibetan Buddhism (RELI UN2205)—are encouraged as prerequisites. This course will provide a detailed presentation of key Buddhist contemplative sciences, including: stabilizing meditation (*śamatha*); analytic insight meditation (*vipaśyanā*); cultivation of the four immeasurables, and form and formless trances; mind cultivation (*lo jong*); mindfulness meditation; Zen meditation; great perfection (*dzogchen*); and the subtle body-mind states activated and transformed through advanced tantric yoga techniques. These arts and sciences will be explored both within their traditional interdisciplinary frameworks, as well as in dialog with related contemporary disciplines, including: cognitive sciences, neuroscience, psychology, psychiatry, philosophy, epistemology, and so forth. To be conducted in a mixed lecture/seminar format (active, prepared participation required)

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.

MDES GU4627 Significant Others. 4.00 points.

What is the relationship between homoeroticism and homosociality? How does this relationship form conceptions of gender and sexuality in ways that might be historically unfamiliar and culturally or regionally specific? We pursue these questions through the lens of friendship and its relationship to ideas and expressions of desire, love, and loyalty in pre-modern times. We begin by considering the intellectual basis of the modern idea of friendship as a private, personal relationship, and trace it back to earlier times when it was often a public relationship of social and political significance. Some of these relationships were between social equals, while many were unequal forms (like patronage) that could bridge social, political or parochial differences. Thinking through the relationships and possible distinctions between erotic love, romantic love and amity (love between friends), we will draw on scholarly works from a variety of disciplinary perspectives, particularly philosophy, sociology, political theory, literature, history, and art history. We will attend to friendship's work in constituting, maintaining and challenging various social and political orders in a variety of Asian contexts (West, Central, South and East Asian), with comparative reference to scholarship on European and East Asian contexts. Primary source materials will include philosophy, religious manuals, autobiographies, popular love stories, heroic epics, mystical poetry, mirror for princes, paintings, material objects of exchange, and architectural monuments, largely from Islamic and Asian contexts

ASRL GU4831 Post/socialist Cosmologies in Asia. 4.00 points.

Why have spiritual worlds returned or persisted in post/socialist Asia where people once thought they would disappear? What does religiosity look like in socialist and postsocialist contexts today? According to secularization theorists, religion was destined to fade with the passage of modern progressive time. In Asia and elsewhere, socialist states were known for embracing atheism and curtailing or banishing institutions and practices they deemed religious or superstitious. Yet, engagements with spirited worlds—including those with ghosts and ancestors, spirit mediumship and possession, Buddhism, Daoism, and Abrahamic religions—did not vanish. In this class, we will read social and political theories of communism/socialism, postsocialism, religion, and secularism, alongside contemporary ethnographies of China, Vietnam, Mongolia, and elsewhere, to consider how global communities live out spirited worlds amid post-Cold War geographies

East Asian, China

ASCE UN1359 INTRO TO EAST ASIAN CIV: CHINA. 4.00 points.

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

Prerequisites: NOTE: Students must register for a discussion section, ASCE UN1360 The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions

Fall 2025: ASCE UN1359

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1359	002/15628	T Th 1:10pm - 2:25pm 503 Hamilton Hall	Gavin Healy	4.00	29/30

ASCE UN1360 INTRO-E ASIAN CIV:CHINA-DISC. 0.00 points.**Fall 2025: ASCE UN1360**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1360	001/16915	Th 4:10pm - 5:00pm 408a Philosophy Hall	Xinmeng Guo	0.00	14/15
ASCE 1360	002/16916	W 6:10pm - 7:00pm 423 Kent Hall	Xinmeng Guo	0.00	15/15

RELI UN2307 CHINESE RELIGIOUS TRADITIONS. 3.00 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 late imperial period, and the impact of Western ideas

HIST BC2865 GENDER AND POWER IN CHINA. 3.00 points.**EAAS UN3121 Minority Literature in Modern China. 4 points.**

While the rise of China on the world stage has resulted in enormous interest in modern Chinese society, this interest has been directed largely at the culture and concerns of China's majority ethnicity: the Han. Ethnicity is central to any discussion of society and culture in the West, and this course will seek to place it at the forefront of our understanding of modern China as well. China is officially a country comprised of 56 distinct peoples or "nationalities" (including the Han Chinese majority). In the literature presented here, translated both from Chinese and minority languages, students will have the opportunity to hear the rich and varied voices of China's minority writers first hand, and through them gain an understanding of the key issues surrounding ethnicity in modern China. We will cover fiction, poetry, essays, and film by a broad range of different peoples: Tibetans, Mongols, Manchus, the Islamic Uyghur nationality of Xinjiang province, the Yi of southwestern Yunnan and Sichuan provinces, the indigenous writers of Taiwan, and others. We will pay close attention to how minority writers explore and assert their identities in a Han-dominated society, how their work can broaden our understanding of the cultural diversity at play in modern China, and how it can challenge our conventional definitions of what constitutes modern Chinese literature and culture. The course begins by considering the role of ethnicity and nation in the birth and development of Chinese literature in the 20th century, before moving on to examine works by specific ethnicities. Finally, we will address certain issues faced by minorities in China that cut across ethnic lines. Throughout, we will address some of the most pressing concerns of minority ethnicities, concerns that are deeply significant not only to our understanding of modern China, but to the modern world at large. Familiarity with Chinese or related cultural context beneficial, but not required.

EAAS UN3230 Labor, Love, and Leisure in Contemporary China. 3 points.

This course offers an introduction to life in Reform era China. We will employ anthropological analysis to examine how Maoist legacies and recent state liberalization efforts shape everyday experiences of labor, romance, and consumption. Scholarly texts will be supplemented with primary materials including political speeches, testimonies, and documentaries.

Spring 2025: EAAS UN3230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3230	001/00500	W 10:10am - 12:00pm 214 Milbank Hall	Nicholas Bartlett	3	14/20

EAAS UN3313 INTRODUCTION TO CHINESE CINEMAS. 3.00 points.

What is "cinema" in the Chinese-speaking world, and how have the aesthetics, politics and practice of cinema evolved over time? In what ways has cinema interacted with its sister arts, such as painting, photography, theatre, architecture, and music? And in what capacities has cinema represented and intervened into the social and political worlds of its production and reception? This course is an introductory course on Chinese cinemas from Mainland China, Taiwan and Hong Kong, featuring landmark films from the 1930s to the present, with emphasis on contemporary films produced in the past three decades. We cover major genres such as melodrama, historical epic, comedy, musical, martial arts and documentary films, and study works by film auteurs such as Hou Hsiao-hsien, Chen Kaige, Ann Hui and Jia Zhangke. Besides the questions mentioned above, topics also include cinema's approaches to history and memory, and its engagement with questions of gender, ethnicity, class and language politics

EAAS UN3322 EAST ASIAN CINEMA. 4.00 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 Yasujiro Ozu, Akira Kurosawa, Yu Hyunmok, 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

Spring 2025: EAAS UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3322	001/11668	W 4:10pm - 6:00pm 825 Seeley W. Mudd Building	Takuya Tsunoda	4.00	46/40

Fall 2025: EAAS UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3322	001/10936	M 4:10pm - 6:00pm 602 Hamilton Hall	Ying Qian	4.00	51/50

HSEA BC3370 Literati Culture in Pre-Modern China. 4.00 points.

Premodern Chinese literati (wenren ##) have long been regarded as spokesmen of “This Culture of Ours” (siwen ##)—a metonym for civilization in the premodern Sinitic context— while they also fed from, partook in, and gave shape to popular and foreign cultures. Besides “literary writings” (wenzhang ##) like poetry and prose, literati also engaged in calligraphy, painting, and antiquarianism under the umbrella term of “literary or cultural arts” (wenyi ##). In turn, creation and appreciation of artwork (“cultural or civil objects,” wenwu ##) were intrinsic to the leisurely and aesthetic life of literati community and further established their self-identity. Covering the long trajectory of imperial China over 3,000 years, this course reveals the birth and growth of literati culture from the beginning, to its full bloom since the Northern Song dynasty (960–1126), to the shifting patterns across the second millennium. In particular, this course takes an interdisciplinary approach to literati culture, introducing intellectual and poetic discourses, socio-historical contexts, literary criticism, visual and material culture, to envision a “common ground” for their civil world. Textual, visual sources plus material objects are meant to have conversations with each other in this course. Important issues include historical transformations of the elite class, cultural geography in different eras, materiality and visuality of elite calligraphy and painting, literati self-expression through aesthetic practice, the roles of the court and literati in producing and preserving art, as well as other relevant issues such as gender studies, vernacular literature, and commodity society. No background in Chinese language is required in this course, and all reading materials—either translation of primary sources or secondary scholarship—are accessible in English. But students are expected to have a basic familiarity with classical traditions of China. By the end of the semester, students will have grasped a comprehensive insight of literati culture in premodern China, acquired the skills to understand and analyze key textual and visual sources, and kept abreast of up-to-date scholarship in this field. Ideally, this course will help students shed new light on Chinese literary traditions from multi-medial and interdisciplinary perspectives

Spring 2025: HSEA BC3370

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3370	001/00843	M 2:10pm - 4:00pm 223 Milbank Hall	Lili Xia	4.00	11/15

EAAS UN3435 Chinese Revolution, Asian Revolution, World Revolution: Revolution and Radicalism in the Long Twentieth Century. 4.00 points.

This course examines the Chinese Revolution as a global event, one that provided new possibilities for understanding the future not only of China, but Asia and the world. In doing so, it refuses any notion of the Chinese Revolution as a merely “Chinese” event and instead marks the ways in which diverse sets of activists and revolutionaries from across Asia not only contributed towards the formation of Chinese revolutionary politics but also responded on their own terms. The Chinese Revolution thereby emerges as a truly global event and one that transformed political imagination. The course focuses largely on the responses and trajectories of Asian revolutionaries, especially from Vietnam and Japan, whose intellectual and political paths intersected with those of Chinese activists. Students can expect to work through the diverse intellectual interventions of pan-Asian diasporic communities in Japan at the beginning of the twentieth century, read interwar proletarian fiction from Chinese and Japanese authors, compare Chinese and Vietnamese conceptualizations of “people’s war” as an anti-colonial military strategy. They will emerge with a new understanding of the porousness and complexity of basic categories such as China, Asia and revolution

HIST UN3866 WARS OF INDOCHINA. 4.00 points.

This course will analyze the wars for Vietnam in the Cold War era from a multitude of perspectives, vantage points, and mediums. Using the award-winning documentary, *The Vietnam War*, as the basis of the seminar, students will explore this violent period in Indochinese history that witnessed decolonization movements, revolutionary struggles, state and nation-building, superpower interventions, and devastating warfare. At the same time, the battles that unfolded in mainland Southeast Asia posed geostrategic challenges to former imperial powers and the superpowers of the Cold War era. The class will not only familiarize students with Vietnam’s tumultuous history, it introduces the latest debates, newest research, and most recent documentary films on this oft-studied topic

Fall 2025: HIST UN3866

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3866	001/10322	W 10:10am - 12:00pm 201 80 Claremont	Lien-Hang Nguyen	4.00	17/24

EAAS UN3575 Approaching Cities and Life in Chinese Cultural History. 4.00 points.

Italo Calvino’s imagined Marco Polo cautions against commemorating the lived experience of a city, “Memory’s images, once they are fixed in words, are erased.” How shall we modern students of the past retrieve the ways in which foreign men and women dwelled in everyday practice? This seminar will take you on a tour of some key topoi — as both physical and literary constructs — throughout Chinese history, availing of a selection of textual, visual, and cinematic materials that shape and are shaped by the palimpsests of changing Chinese urban life

HSEA UN3642 Peripheries of the Sinitic World through History. 3.00 points.

This course surveys the southern and western peripheries of the political entities we today call China from the turn of the 1st millennium CE to the early 20th century. It does so primarily through translations of primary sources - travelogues and geographies- up to the 16th century, at which point it turns its attention to recently published monographs of varying breadth that can cover more ground, given the sheer number of available primary sources from that time on. No prerequisites but Introduction to East Asian Civilizations: Tibet, China, or Vietnam is recommended

HSEA UN3851 GODS, GHOSTS, AND ANCESTORS: RELIGION IN CHINESE CULTURE AND SOCIETY. 3.00 points.

Examines the social and cultural place of Chinese religions through time, focusing on Chinese ideas of the relation between humans and spirits, and the expression of those ideas in practice. Problems will include the long-term displacement of ancestors by gods in Chinese history; the varying and changing social functions of rituals, and the different views of the same ritual taken by different participants; the growth of religious commerce from early modern times on. Topics will be organized roughly chronologically but the emphasis is on broad change rather than historical coverage

Spring 2025: HSEA UN3851

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 3851	001/11682	W 4:10pm - 6:00pm 409 International Affairs Bldg	Robert Hymes	3.00	11/20

HIST BC3864 Feast/Famine: Food Environment China. 4.00 points.

Food has always been a central concern in Chinese politics, religion, medicine, and culture. This course takes an ecological approach to the provision, preparation, and consumption of food in Chinese history, from the Neolithic times to the post-socialist era today. In examining Chinese approaches to soil fertility, healthy diet, and culinary pleasures, we explore alternative food systems for a more sustainable future

Spring 2025: HIST BC3864

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3864	001/00298	T 4:10pm - 6:00pm 912 Milstein Center	Dorothy Ko	4.00	15/15

EAAS UN3927 CHINA IN THE MODERN WORLD. 3.00 points.

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

The rise of China has impacted world politics and economy in significant ways. How did it happen? This course introduces some unique angles of self-understanding as suggested by Chinese writers, intellectuals, and artists who have participated in the making of modern China and provided illuminating and critical analyses of their own culture, history, and the world. Readings cover a wide selection of modern Chinese fiction and poetry, autobiographical writing, photography, documentary film, artworks, and music with emphasis on the interplays of art/literature, history, and politics. Close attention is paid to the role of storytelling, the mediating powers of technology, new forms of visibility and sense experience, and the emergence of critical consciousness in response to global modernity. In the course of the semester, a number of contemporary Chinese artists, filmmakers, and writers are invited to answer students' questions.

This course draws on cross-disciplinary methods from art history, film studies, anthropology, and history in approaching texts and other works. The goal is to develop critical reading skills and gain in-depth understanding of modern China and its engagement with the modern world beyond the cold war rhetoric. Our topics of discussion include historical rupture, loss and melancholy, exile, freedom, migration, social bonding and identity, capitalism, nationalism, and the world revolution. All works are read in English translation.

EAAS UN3935 THE FANTASTIC IN PRE-MOD CHINA. 4.00 points.

From the Daoist philosophical text Zhuangzi to the famous novel *The Journey to the West*, the "fantastic" has always been part of Chinese literature that pushes human imagination and questions the boundary of reality. Readers and writers created fantastic beasts (though not always knowing where to find them), passed down ghost stories, rationalized bizarre occurrences, and dismissed, sometimes embraced, tales that could potentially subvert their established framework of knowledge. The fantastic is also historically and culturally contingent. What one regards as fantastic reveals more about the perceiving subjects—their values, judgment, anxiety, identity, and cultural burdens. How do fantastic texts problematize the definition of humanity? How does the fantastic complicate our understanding of narrative, truth, and epistemology? How did premodern Chinese writers use the fantastic to approach and propose solutions to pressing social issues? Using "fantastic" literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until late imperial China. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the "underworld"), the aestheticization of female ghosts, and the fantastic as social criticism and allegory. All materials and discussions are in English

Fall 2025: EAAS UN3935

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3935	001/10938	W 2:10pm - 4:00pm 254 International Affairs Bldg	Lu Kou	4.00	4/15

EAAS UN3971 Technology and Power in Modern China. 4 points.

Undergraduate seminar addressing the intersection of technology and politics in the history of modern China, from the 19th century to the present. Main themes include technocratic management of land and environment, scientific representation of nature and Chinese society, and socialist approaches to mass organization and surveillance.

EAAS UN3999 RESEARCH IN EAST ASIAN STUDIES. 2.00 points.

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 2025: EAAS UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3999	001/10940	M 6:10pm - 8:00pm 254 International Affairs Bldg	Peter Yuanxi Chen, Lu Kou	2.00	6/15

CHNS GU4019 HISTORY OF CHINESE LANGUAGE. 3.00 points.

This course, taught in English, offers an in-depth exploration of the Chinese language and its historical development. Key topics include historical phonology and syntax, the Chinese script, and the classification and linguistic features of major dialects. The course also explores the emergence of modern standard Chinese and early poetic traditions. The primary goal is to deepen students' understanding of the language's evolution while strengthening their critical thinking skills

Spring 2025: CHNS GU4019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4019	001/17227	T Th 10:10am - 11:25am 476b Alfred Lerner Hall	Zhirong Wang	3.00	9/15

Fall 2025: CHNS GU4019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHNS 4019	001/10912	T Th 10:10am - 11:25am 405 Kent Hall	Zhirong Wang	3.00	8/15

EAAS GU4027 Disability in East Asia and Beyond. 4 points.

"The world isn't built with a ramp," writes disabled adventurer Walt Balenovich in his book *Travels in a Blue Chair*. Neither is the world built with any universal understanding of disability. This course examines what it means to be disabled in both theory and practice, especially in East Asian contexts. We begin by closely examining the concept of "disability" and its various connotations, then look at permutations of disability in Japan, China, and the Koreas before ending with recent, more radical ways of thinking about disability. This interdisciplinary course is framed by feminist approaches to definitions and applications of disability theory, drawing further on literary and technological approaches to representation of minority subjects. Multimedia engagement with issues ranging from guide dogs to nanotechnology will aid in understanding overlaps between, and barriers of, disability on an international scale, while also building a critical toolkit for understanding "able-bodied" assumptions in ourselves.

HSEA GU4027 ISSUES IN EARLY CHINESE CIV. 4.00 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 frontline 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 should take "ASCE V2359: Introduction to East Asian Civilizations: China" before participating in this course.

Spring 2025: HSEA GU4027

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4027	001/11677	T 2:10pm - 4:00pm 405 Kent Hall	Feng Li	4.00	7/15

EAAS GU4031 INTRO-HIST OF CHINESE LIT(ENG). 3.00 points.**EAAS GU4111 Modern Chinese Poetry in a Global Context. 4.00 points.**

In this course, we will take modern Chinese poetry as a crucible in which we can observe the interacting forces of literary history and social change. From diplomats who saw poetry as a medium for cultural translation between China and the world, to revolutionaries who enlisted poetry in the project of social transformation, we will examine the lives and works of some of China's most prominent poets and ask, what can we learn about modern China from reading their poetry? In addition to poems, the course will include fiction, essays, photographs, and films by both Chinese and non-Chinese artists that place our poets in a broader context; topics of discussion include national identity, revolution, translation, gender, the body, ethnicity, and technology

EAAS GU4134 Sex, Power, Performance: Gender in Chinese Literature. 4.00 points.

Moving beyond stereotypes of victimized Asian womanhood and the dominance of Confucian patriarchy, we draw on Chinese literary/historical texts to examine sites of agency and power. Interrogating a range of gendered identities, roles, and expressions—from classical romantic heroines (ex. Peony Pavilion's Du Lin'ang) and dynamic women writers (ex. the poet Li Qingzhao) to sexy fox spirits, cross-dressed warriors (Mulan), and queer love affairs (Li Yu's *Women in Love*)—we probe relationships among social roles, sexualized bodies, and the performance of gender

Spring 2025: EAAS GU4134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4134	001/17215	W 2:10pm - 4:00pm 253 International Affairs Bldg	Allison Bernard	4.00	22/22

CPLS GU4162 Transnational Feminisms-China and Beyond. 3.00 points.

This is an interdisciplinary seminar for graduate students and advanced undergraduates to explore transnational feminisms, gender politics in China, and the movement of feminist (and anti-feminist) ideas across borders. We will read some translations of primary works by Chinese writers, as well as feminist scholarship in English to gain insight into the following areas: social movements; gender, race, ethnicity and class; global capitalism and inequalities; sexualities; identities; digital activism; nationalisms; marriage and families; and the politics of reproduction. Although the course has no formal prerequisites, it assumes some basic knowledge about Chinese history and intersectional approaches to gender. If you have never taken a course on China before, please ask me for guidance on whether or not the course is suitable for you

Spring 2025: CPLS GU4162

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4162	001/17392	W 2:10pm - 4:00pm 302 Alfred Lerner Hall	Leta Hong Fincher	3.00	18/20

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.

EAAS GU4217 CHINA ON STAGE. 4.00 points.

This course explores how Chinese identity and society have been staged in theatre productions over the past century. Course content includes play scripts in English translation, videos, photographs, archival materials, and English-language books and articles about Chinese theater

HSEA GU4220 ISLAM IN CHINA AND INNER ASIA. 4.00 points.

This seminar 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

HSEA GU4221 Many Belts, Many Roads: China and the Islamic World, c.600AD-Present. 4 points.

This seminar explores historical interactions between China and the Islamic world across the greater Indian Ocean region, sometimes called the "maritime Silk Road." It gives special attention to the millions of Muslims in China itself, who have played an important role bridging these diverse spaces and cultures. Complicating conventional definitions of China, Islam, and the nation-state, this course illuminates many under-studied aspects of Asian and global history, Chinese state and society, and international relations.

HSEA GU4222 China's Global Histories: People, Space, and Power. 4.00 points.

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

This seminar asks what Chinese history tells us about global history and vice versa. Taking a long-term and multiregional approach, it invites you to develop your own answers to this question from perspectives such as trade and economy, migration and immigration, empire and imperialism, war, religion, science, gender, ideology, and modern state- and nation-building, and contemporary international relations. We will not only challenge Eurocentric and Sinocentric methodologies, but push toward new conceptual vocabularies that aspire to the genuinely global

Fall 2025: HSEA GU4222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4222	001/16557	M 4:10pm - 6:00pm 254 International Affairs Bldg	Cameron Foltz	4.00	15/15

EAAS GU4226 GENDER, CLASS, REAL ESTATE-CHINA. 4.00 points.

This is a seminar for advanced undergraduates and master's degree students, which explores the socioeconomic consequences of China's development of a boom, urban residential real-estate market since the privatization of housing at the end of the 1990s. We will use the intersecting lenses of gender/sexuality, class and race/ethnicity to analyze the dramatic new inequalities created in arguably the largest and fastest accumulation of residential-real estate wealth in history. We will examine topics such as how skyrocketing home prices and state-led urbanization have created winners and losers based on gender, sexuality, class, race/ethnicity and location (hukou), as China strives to transform from a predominantly rural population to one that is 60 percent urban by 2020. We explore the vastly divergent effects of urban real-estate development on Chinese citizens, from the most marginalized communities in remote regions of Tibet and Xinjiang to hyper-wealthy investors in Manhattan. Although this course has no formal prerequisites, it assumes some basic knowledge of Chinese history. If you have never taken a course on China before, please ask me for guidance on whether or not this class is suitable for you. The syllabus is preliminary and subject to change based on breaking news events and the needs of the class

Fall 2025: EAAS GU4226

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4226	001/10932	W 2:10pm - 4:00pm 477 Alfred Lerner Hall	Leta Hong Fincher	4.00	15/25

EAAS GU4232 Trauma and Testimonial Narrative in Post-Mao Chinese Literature. 3 points.

Is the Cultural Revolution the Holocaust of China? Such analogy is often evoked to imply more than a mere rhetoric of accusation. This seminar explores the rise of testimonial literature—known as "Scar Literature"—that began to appear in print immediately after the Cultural Revolution in Mainland China. We will examine how this literature repudiates the repressions, violence and chaos of the Maoist era and speaks to the collective experience of Chinese intellectuals. We will analyze how this body of testimonial literature and related film productions bear witness to the suffering of intellectuals and render it commensurate or not commensurate with the genre of Holocaust literature. Our goal is to achieve a deeper understanding of the tragedy of the Cultural Revolution and its historical roots beyond analogical thinking. Topics of discussion include individual and collective memories, trauma, storytelling, social protest and moral accountability. All readings are in English.

EAAS GU4244 Chinese Internet Culture. 4 points.

This course introduces Chinese internet culture by examining interactive literary communities, multimedia platforms, cyber-nationalism, web-based activism, and the possibility of the internet commons in mainland China. We will pay close attention to the figure of netizen, online piracy, cyberbullying, censorship, and growing addiction to virtual reality among the Chinese youth. Topics of discussion include, for example, the tension between connectivity and control, between imitation and innovation, and between the real and the virtual. We will explore these new developments in media technology primarily from social, political, and international perspectives. The goal is to understand how the rapid proliferation of digital technologies has helped create a new landscape of popular culture across mass media and transformed contemporary Chinese society.

RELI GU4307 BUDDHISM # DAOISM IN CHINA. 4.00 points.

Prerequisites: one course on Buddhism or Chinese religious traditions is recommended, but not required, as background.

In recent decades, the study of the so-called “Buddho-Daoism” has become a burgeoning field that breaks down the traditional boundary lines drawn between the two Chinese religious traditions. In this course we will read secondary scholarship in English that probes the complex relationships between Buddhism and Daoism in the past two millennia. Students are required not only to be aware of the tensions and complementarity between them, but to be alert to the nature of claims to either religious purity or mixing and the ways those claims were put forward under specific religio-historical circumstances. The course is organized thematically rather than chronologically. We will address topics on terminology, doctrine, cosmology, eschatology, soteriology, exorcism, scriptural productions, ritual performance, miracle tales and visual representations that arose in the interactions of the two religions, with particular attention paid to critiquing terms such as “influence,” “encounter,” “dialogue,” “hybridity,” “syncretism,” and “repertoire.” The course is designed for both advanced undergraduate and graduate students in the fields of East Asian religion, literature, history, art history, sociology and anthropology. One course on Buddhism or Chinese religious traditions is recommended, but not required, as background

Spring 2025: RELI GU4307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/17349	Th 4:10pm - 6:00pm 101 80 Claremont	Zhaohua Yang	4.00	14/22

Fall 2025: RELI GU4307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/10470	Th 4:10pm - 6:00pm 507 Philosophy Hall	Zhaohua Yang	4.00	21/22

EAAS GU4345 Border Thinking in Modern China. 4.00 points.

Border Thinking in Modern China examines how the ethnocultural frontiers of contemporary China were formed over the long transition from multi-ethnic empire to modern nation state. Drawing on Gloria Anzaldúa notion of ‘border thinking’ or ‘pensamiento fronterizo’, this seminar examines how the discursive and material violence of the modern border developed out of centuries imperial conquest, colonial expansion, and multi-ethnic alliance building along China’s northwestern and southwestern borders. Over the semester students are encouraged to foster their own understanding of ‘border thinking’ as the pursue research essays that take a borderlands approach to the study of Late Imperial to Modern Chinese history

Spring 2025: EAAS GU4345

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4345	001/17216	W 2:10pm - 4:00pm 614 Martin Luther King Building	Riga Shakya	4.00	10/11

EAAS GU4352 The Fantastic World of Knights-Errant in Chinese Literature. 4.00 points.

This course approaches the Chinese knight-errant, often seen in the Kungfu films (most recently Mulan 2020), both as a historical fact and a literary imagination. It provides students with a broad overview of Chinese literature until the twentieth century, to familiarize students with the most prominent literary genres of each time period, from official history to classical poetry, from classical tale to vernacular fiction, from drama to film. Through reading/viewing the knight-errant literature, we will discuss issues including translation and comparative studies, “history” writing and forming, literary genre and media, gender boundary and transgression, national and trans-national

POLS GU4406 Politics in Contemporary China. 4 points.

This course will be taught in Chinese.

This course focuses on the evolution of Chinese politics since the Chinese Communist Party (CCP) took power in 1949. It introduces and discusses the relationship between the two “three decades” (the three decades under Mao and the three decades of “reform and opening up”). More specifically, the course aims to (1) clarify some important historical facts, (2) analyze the ideological consideration of the “official” history sanctioned by the CCP and its epistemological impact, (3) make a comparison between official view and that of independent scholars about the history; (4) try to respond to some urgent problems faced by contemporary China, and (5) provide suggestions and principles for the reconstruction of the historiography of contemporary China. Students will learn how to understand the recent development Chinese politics, how to analyze the complex contemporary history and reality of China, and how to approach issues about China from a systematic perspective.

POLS GU4471 CHINESE POLITICS. 3.00 points.

This course offers a historical and thematic survey of Chinese politics and of salient issues in China’s public policy and governance. The first half of the course reviews the patterns and dynamics of political development in China, focusing mainly on the last two hundred years, during which the country has been on a rugged yet fascinating path toward modernity. We will examine major political events including the collapse of the Imperial China, the rise of the Communist Party, the Cultural Revolution, and the post-Mao shift toward reform and opening. The second half of the course will look various special topics, including the structure of the party and the state, the relationship between state and society, the modes of economic development, and the governance of the media and the Internet. Throughout the course, special attention will be paid to how China’s domestic political and economic processes intersected with major world events and transnational forces, such as imperialism, world wars, and economic globalization

RELI GU4526 Food and Sex in Premodern Chinese Buddhism. 4 points.

This course is an upper-level seminar on appetite and its management, designed for advanced undergraduates and graduate students. Our focus will be on the appetites of food hunger and sexual desire, and how Chinese Buddhist teachings propose to manage these. Food and sex are separate domains of experience, but as the primary objects of bodily appetites, they are analogous. Eating and sex both involve a direct and substantive interaction with the material world that is driven by powerful desires. In Buddhist teachings, these desires are said to bind us to the cycle of rebirth (*saṃsāra*) and to shape the actions (karma), both mental and corporeal, that constitute our moral engagement with the phenomenal world. Hence it is important to know how a Buddhist on the path out of suffering is to manage these activities. What do monastic codes stipulate? What disciplines did lay Buddhists undertake? How are transgressions identified and handled? How do ancient Chinese and Daoist ideas inform the development of Chinese Buddhist attitudes toward sex and diet? How did Chinese Buddhist monastics come to adopt a meatless diet? How do religions use food and sex as tools for determining one's ritual purity (i.e., moral worth)? We will explore these and related topics. Despite the common perception of Buddhism as a world-denying religion focused on transcending bodily needs, Chinese Buddhists (and their Indian or Central Asian counterparts) engaged in numerous body practices with worldly benefit, while at the same time mitigating the dangers of desire through various doctrinal and practical means. This course is an exploration of those means.

EAAS GU4572 CHINESE DOCUMENTARY CINEMA. 4.00 points.

What defines a "documentary" film? How do documentaries inform, provoke and move us? What formal devices and aesthetic strategies do documentaries use to construct visions of reality and proclaim them as authentic, credible and authoritative? What can documentary cinema teach us about the changing Chinese society, and about cinema as a medium for social engagement? This seminar introduces students to the aesthetics, epistemology and politics of documentary cinema in China from the 1940s to the present, with an emphasis on contemporary films produced in the past two decades. We examine how documentaries contended history, registered subaltern experiences, engaged with issues of gender, ethnicity and class, and built new communities of testimony and activism to foster social change. Besides documentaries made by Chinese filmmakers, we also include a small number of films made on China by western filmmakers, including those by Joris Ivens, Michelangelo Antonioni, Frank Capra and Carma Hinton. Topics include documentary poetics and aesthetics, evidence, performance and authenticity, the porous boundaries between documentary and fiction, and documentary ethics. 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

Spring 2025: EAAS GU4572

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4572	001/11684	W 4:10pm - 6:00pm 522c Kent Hall	Ying Qian	4.00	21/20

RELI GU4617 Image Theories in Chinese Religions. 4 points.

What does "image" mean in Chinese intellectual traditions? How did proponents of different religious persuasions construe the relationship between images and their referents differently and how did such construal change over time? Why did the practice of fashioning images often give rise to controversies in Chinese history? What makes images the object of adoration as well as destruction? Throughout the course, we will tackle these questions from diverse perspectives. The first half of the course examines a variety of accounts from Chinese indigenous classics and treatises. The second half looks at how discourses of the image further diversified after the arrival of Buddhism in China.

EAAS GU4625 Socialist China in the Western Gaze (1949-1978). 4.00 points.

This seminar attempts to historicize China's contemporary cultural diplomacy initiatives by examining the nation's place in the world from the 1950s to the 1970s. Topics include China's role in the socialist world of the 1950s and 1960s, global Maoist political movements, socialist China in the imagination of Western intellectuals, Western fascination with Maoist "people's" science, and controversies over the depiction of China in 1970s European documentary cinema

EAAS GU4730 Science and Technology in Chinese Media Cultures. 4.00 points.

Covering a period from the late 19th century to the present, this class explores how ideas and practices in science and technology have historically entered popular imagination, social organization and political contestation, as they become mediated by various media forms and technologies such as photography, cinema, novels, television, video, internet platforms and data algorithms. In particular, we focus on how science and technology have shaped our understandings of the human body, and impacted on the various bodily experiences, from perception, cognition, to emotion and connection with others in the environment. This class helps students read media artefacts in a historically grounded and conceptually generative way, understanding media artefacts as historically conditioned, yet offering us resources for envisioning the future

EAAS GU4840 CHINA AND POLITICS OF DESIRE. 4.00 points.

A recent American newspaper headline announced that China has become “the most materialistic country the world.” Globally circulating narratives often interpret Chinese consumers’ demand for commodities as an attempt to fill a void left by the absence of the Maoist state, traditional religious life, and Western-style democracy. But things aren’t as simple as they appear. This course explores the intertwined questions of “Chinese” desire and the desire for China. Avoiding reductionist understandings of desire as either a universal natural human attribute or a particular Chinese cultural trait, we will track the production and management of desire within a complex global field. Drawing on ethnographies, films, short stories, and psychoanalytic and postcolonial theory, this course will explore the shifting figure of desire across the Maoist and post-Maoist eras by examining how academics, government officials, intellectuals, and artists have represented Chinese needs, wants and fantasies. From state leaders’ attempts to improve the “quality” of the country’s population to citizens’ dreams of home ownership, from sexualized desire to hunger for food, drugs and other commodities, we will attend to the continuities and disjunctures of recent Chinese history by tracking how desire in China has been conceptualized and refracted through local and global encounters

Fall 2025: EAAS GU4840

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4840	001/00390	W 10:10am - 12:00pm 307 Milbank Hall	Nicholas Bartlett	4.00	16/18

POLS GU4871 China's Foreign Relations. 4 points.

This course will review and analyze the foreign policy of the People’s Republic of China from 1949 to the present. It will examine Beijing’s relations with the Soviet Union, the United States, Northeast Asia, Southeast Asia, and the Third World during the Cold War, and will discuss Chinese foreign policy in light of the end of the Cold War, changes in the Chinese economy in the reform era, the post-Tiananmen legitimacy crisis in Beijing, and the continuing rise of Chinese power and influence in Asia and beyond.

This lecture course will analyze the causes and consequences of Beijing’s foreign policies from 1949 to the present.

HSEA GU4880 HISTORY OF MODERN CHINA I. 3.00 points.

China’s transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change

Fall 2025: HSEA GU4880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4880	001/15606	T Th 4:10pm - 5:25pm 304 Hamilton Hall	David Wang	3.00	29/30

HSEA GU4882 HISTORY OF MODERN CHINA II. 3.00 points.

China’s search for a new order in the long twentieth century with a focus on political, social and cultural change

Spring 2025: HSEA GU4882

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4882	001/11649	T Th 1:10pm - 2:25pm 304 Hamilton Hall	Yingchuan Yang	3.00	7/35

HSEA GU4891 LAW IN CHINESE HISTORY. 4.00 points.

An introduction to major issues of concern to legal historians as viewed through the lens of Chinese legal history. Issues covered include civil and criminal law, formal and informal justice, law and the family, law and the economy, the search for law beyond state-made law and legal codes, and the question of rule of law in China. Chinese codes and course case records and other primary materials in translation will be analyzed to develop a sense of the legal system in theory and in practice

Spring 2025: HSEA GU4891

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4891	001/11683	Th 2:10pm - 4:00pm 405 Kent Hall	Madeleine Zelin	4.00	14/15

East Asian, Japan**ASCE UN1361 INTRO EAST ASIAN CIV: JPN. 4.00 points.**

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

Prerequisites: NOTE: Students must register for a discussion section ASCE UN1371 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

Spring 2025: ASCE UN1361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/11669	T Th 10:10am - 11:25am 331 Uris Hall	Paul Kreitman	4.00	29/35

Fall 2025: ASCE UN1361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/14289	T Th 1:10pm - 2:25pm 407 Mathematics Building	Ekaterina Komova	4.00	27/30

AHIS UN2601 ARTS OF JAPAN. 3.00 points.

Introduction to the painting, sculpture, and architecture of Japan from the Neolithic period through the present. Discussion focuses on key monuments within their historical and cultural contexts

AHIS UN2602 ARTS OF JAPAN. 3.00 points.

Introduction to the painting, sculpture, and architecture of Japan from the Neolithic period through the present. Discussion focuses on key monuments within their historical and cultural contexts

HSEA UN3320 Making in Premodern Japan. 4.00 points.

This course introduces students to the world of artisans and makers in premodern Japan from the seventh to the nineteenth century. Broadly, this course is divided into two sections. The first section situates makers within their historical contexts, from the ritsuryō state of ancient Japan to the early modern Tokugawa regime, in order to introduce students to the forms of labor artisans engaged in over the course of premodern history, including corvée labor, guild labor, and free market labor. The second section of the course takes a more thematic approach rooted in fundamental frameworks and ideas in material culture and craft studies. Each week, we will dig into a particular theme or problem, such as embodied knowledge or social marginalization, and think through the ways in which these themes materialized in the specific historical contexts we covered in the first half of the semester

EAAS UN3338 CULTRL HIST-JAPANESE MONSTERS. 3.00 points.

Priority is given to EALAC and History majors, as well as to those who have done previous coursework on Japan.

From Godzilla to Pokemon (literally, pocket monster) toys, Japanese monsters have become a staple commodity of late-capitalist global pop culture. This course seeks to place this phenomenon within a longer historical, as well as a broader cross-cultural, context. Through an examination of texts and images spanning over thirteen centuries of Japanese history, along with comparable productions from other cultures, students will gain an understanding not only of different conceptions and representations of monsters, ghosts, and other supernatural creatures in Japan, but also of the role of the monstrous in the cultural imagination more generally. The course draws on various media and genres of representation, ranging from written works, both literary and scholarly, to the visual arts, material culture, drama, and cinema. Readings average 100-150 pages per week. Several film and video screenings are scheduled in addition to the regular class meetings. Seating is limited, with final admission based on a written essay and other information to be submitted to the instructor before the beginning of the semester

EAAS UN3343 JAPANESE CONTEMPORARY CINEMA # MEDIA CULTURE. 4.00 points.

The course will closely examine 1) the various traits of postmodern Japanese cinemas in the 1980s and the 1990s after the phase of global cinematic modernism, 2) contemporary media phenomena such as media convergence and the media ecologies of anime, 3) media activism after the 2011 Tohoku earthquake, and beyond. We will proceed through careful analysis of films, anime, and digital media, while also addressing larger questions of historiography in general

Spring 2025: EAAS UN3343

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3343	001/11665	M 4:10pm - 6:00pm 467 Ext Schermerhorn Hall	Takuya Tsunoda	4.00	27/21

EAAS UN3575 Approaching Cities and Life in Chinese Cultural History. 4.00 points.

Italo Calvino's imagined Marco Polo cautions against commemorating the lived experience of a city, "Memory's images, once they are fixed in words, are erased." How shall we modern students of the past retrieve the ways in which foreign men and women dwelled in everyday practice? This seminar will take you on a tour of some key topoi — as both physical and literary constructs — throughout Chinese history, availing of a selection of textual, visual, and cinematic materials that shape and are shaped by the palimpsests of changing Chinese urban life

AHIS BC3868 Tokyo. 4.00 points.

This seminar will take an interdisciplinary approach to the history of the complex and dynamic city of Tokyo from the mid-19th century to the present. The class will discuss the impact that industrialization and sustained migration have had on the city's housing and infrastructure and will examine the often equivocal and incomplete urban planning projects that have attempted to address these changes from the Ginza Brick Town of the 1870s, to the reconstruction efforts after the Great Kanto Earthquake. We will examine the impact of and response to natural disasters and war. We will discuss the emergence of so-called "new town" suburban developments since the 1960s and the ways in which these new urban forms reshaped daily life. We will discuss the bucolic prints of the 1910s through the 1930s that obscured the crowding, pollution and political violence and compare them with the more politically engaged prints and journalistic photographs of the era. We will also consider the apocalyptic imagery that is so pervasive in the treatment of Tokyo in post-war film and anime. There are no prerequisites, but coursework in modern art history, urban studies, and modern Japanese history are highly recommended

HSEA UN3871 MODERN JAPAN: IMAGES # WORDS. 3.00 points.

This course relies primarily on visual materials to familiarize students with the history of Japan from the beginning of the nineteenth century through the present. It follows a chronological order, introducing students to various realms of Japanese visual culture—from woodblock prints to film, anime, and manga—along with the historical contexts that they were shaped by, and in turn helped shape. Special attention will be paid to the visual technologies of nation-building, war, and empire; to historical interactions between Japanese and Euro-American visual culture; to the operations of still versus moving images; and to the mass production of visual commodities for the global marketplace. Students who take the course will emerge not only with a better understanding of Japan's modern historical experience, but also with a more discerning eye for the ways that images convey meaning and offer access to the past

EAAS UN3935 THE FANTASTIC IN PRE-MOD CHINA. 4.00 points.

From the Daoist philosophical text Zhuangzi to the famous novel *The Journey to the West*, the “fantastic” has always been part of Chinese literature that pushes human imagination and questions the boundary of reality. Readers and writers created fantastic beasts (though not always knowing where to find them), passed down ghost stories, rationalized bizarre occurrences, and dismissed, sometimes embraced, tales that could potentially subvert their established framework of knowledge. The fantastic is also historically and culturally contingent. What one regards as fantastic reveals more about the perceiving subjects—their values, judgment, anxiety, identity, and cultural burdens. How do fantastic texts problematize the definition of humanity? How does the fantastic complicate our understanding of narrative, truth, and epistemology? How did premodern Chinese writers use the fantastic to approach and propose solutions to pressing social issues? Using “fantastic” literature as a critical lens, this course takes a thematic approach to the masterpieces of Chinese literature from the first millennium BCE up until late imperial China. The topics that we will explore include shifting human/non-human boundaries, representations of the foreign land (also the “underworld”), the aestheticization of female ghosts, and the fantastic as social criticism and allegory. All materials and discussions are in English

Fall 2025: EAAS UN3935

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3935	001/10938	W 2:10pm - 4:00pm 254 International Affairs Bldg	Lu Kou	4.00	4/15

ANTH UN3939 ANIME EFFECT: JAPANESE MEDIA. 4.00 points.

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. Prerequisites: the instructor's permission

Spring 2025: ANTH UN3939

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3939	001/11052	T 2:10pm - 4:00pm 467 Ext Schermerhorn Hall	Marilyn Ivy	4.00	12/15

Fall 2025: ANTH UN3939

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3939	001/13670	M 2:10pm - 4:00pm 963 Ext Schermerhorn Hall	Marilyn Ivy	4.00	8/15

EARL GU4011 LOTUS SUTRA/E ASIAN BUDDHISM. 4.00 points.**EARL GU4017 HELL IN EAST ASIAN CULTURE. 4.00 points.**

Whereas many in the modern West may commonly associate heavens and hells with the traditions of Christianity and Islam, Buddhist Asia shares an equally extensive concern with the paradises and punishments of the afterlife. Indian Buddhist scriptures, and their translations and elaborations across Asia, celebrate an infernal cosmology that makes Dante's opus seem like a Hallmark card by comparison. This seminar focuses particularly on hells in the East Asian imaginary with the occasional detour to Southeast Asia, India, or Tibet for purposes of comparison. Our analysis of the practices, discourses, and representations of hells in East Asia is designed to coincide with a major exhibition on Asian Hells at Asia Society NY (Sept-Dec 2020). In this seminar we will view the exhibition together and each student will discuss an object on view, which they will have selected and prepared for in advance. Each student will work on a seminar project (usually, but not necessarily, an academic research paper) throughout the second half of the seminar. Proposal, bibliography, preliminary draft(s), and presentation will be due in stages during the process and students will receive feedback at each stage before the final draft is due at the beginning of final exam period. This course is designed for graduate students and advanced undergraduates who are expected to have completed coursework in relevant areas of East Asian Studies, Religion, or Art History

EAAS GU4022 JAPANESE BUDDHIST VISUAL CULTR. 3.00 points.

This course explores the principal modes, media, and contexts of visual culture in Japanese Buddhist history. Through the analysis of selected case studies, the course examines of the modalities of perception, materiality, and reception that distinguish the form and function of visual media in Japanese Buddhist contexts. Students are expected to have completed preliminary coursework in relevant areas of East Asian history, religion, or art history.

EAAS GU4027 Disability in East Asia and Beyond. 4 points.

“The world isn't built with a ramp,” writes disabled adventurer Walt Balenovich in his book *Travels in a Blue Chair*. Neither is the world built with any universal understanding of disability. This course examines what it means to be disabled in both theory and practice, especially in East Asian contexts. We begin by closely examining the concept of “disability” and its various connotations, then look at permutations of disability in Japan, China, and the Koreas before ending with recent, more radical ways of thinking about disability. This interdisciplinary course is framed by feminist approaches to definitions and applications of disability theory, drawing further on literary and technological approaches to representation of minority subjects. Multimedia engagement with issues ranging from guide dogs to nanotechnology will aid in understanding overlaps between, and barriers of, disability on an international scale, while also building a critical toolkit for understanding “able-bodied” assumptions in ourselves.

EAAS GU4031 INTRO-HIST OF CHINESE LIT(ENG). 3.00 points.**AHIS GU4110 MODERN JAPANESE ARCHITECTURE. 3.00 points.**

This course will examine Japanese architecture and urban planning from the mid-19th century to the present. We will address topics such as the establishment of an architectural profession along western lines in the late 19th century, the emergence of a modernist movement in the 1920's, the use of biological metaphors and the romanticization of technology in the theories and designs of the Metabolist Group, and the shifting significance of pre-modern Japanese architectural practices for modern architects. There will be an emphasis on the complex relationship between architectural practice and broader political and social change in Japan

EAAS GU4122 Japanese New Wave and Cinematic Modernism. 4 points.

This course will delve into an analytical reconsideration of postwar Japanese cinema specifically from the perspective of the Japanese New Wave. While we will aim to capture the exhilaration of the Japanese New Wave by closely analyzing existing studies on some of its key makers and their works, special attention will be given to what is left out of the category as it is conventionally understood, drawing on marginalized works and genres, such as educational and industrial films as well as pink films.

EAAS GU4123 Japanese Documentary Films. 4 points.

This course investigates the theories and practices of documentary film in Japan. Spanning from the 1920s to the present, we will engage in rigorous examination of the transformations of cinematic forms and contents, and of the social, cultural, and political elements bound up with those transformations. We will also juxtapose aspects of Japanese documentary film with global movements, and wider theories of documentary and non-fiction.

EAAS GU4150 Childhoods in Modern Japanese Literature. 4.00 points.

This course explores literary representations of childhood in modern Japan, expanding into how manga, anime, and film have also dealt with the topos. Through literary and visual texts that problematize spaces, memories, ideals, rights, and propagandic power of childhood, students will think through and discuss broader issues of age, gender, identity politics, generational trauma, history of social structures, and the future of human society

Spring 2025: EAAS GU4150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4150	001/17209	Th 2:10pm - 4:00pm Bwy Alfred Lerner Hall	Hyoseak Choi	4.00	21/22

EAAS GU4226 GENDER,CLASS,REAL ESTATE-CHINA. 4.00 points.

This is a seminar for advanced undergraduates and master's degree students, which explores the socioeconomic consequences of China's development of a boom, urban residential real-estate market since the privatization of housing at the end of the 1990s. We will use the intersecting lenses of gender/sexuality, class and race/ethnicity to analyze the dramatic new inequalities created in arguably the largest and fastest accumulation of residential-real estate wealth in history. We will examine topics such as how skyrocketing home prices and state-led urbanization have created winners and losers based on gender, sexuality, class, race/ethnicity and location (hukou), as China strives to transform from a predominantly rural population to one that is 60 percent urban by 2020. We explore the vastly divergent effects of urban real-estate development on Chinese citizens, from the most marginalized communities in remote regions of Tibet and Xinjiang to hyper-wealthy investors in Manhattan. Although this course has no formal prerequisites, it assumes some basic knowledge of Chinese history. If you have never taken a course on China before, please ask me for guidance on whether or not this class is suitable for you. The syllabus is preliminary and subject to change based on breaking news events and the needs of the class

Fall 2025: EAAS GU4226

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4226	001/10932	W 2:10pm - 4:00pm 477 Alfred Lerner Hall	Leta Hong Fincher	4.00	15/25

EAAS GU4334 Supernatural in Japanese Culture: Ghosts, Gods, and Animals. 4.00 points.

Covering a period from the 7th century to the present, this class draws on Japanese literature, folklore, painting, performance, and anime, to explore the world of the supernatural, particularly the role of ghosts, gods, demons, animals, and nature. Students are introduced to various strands of popular religion, including Buddhist cosmologies and native beliefs about nature and human life, with special attention to the relationship between the living and the dead, and explore the role of human intermediaries. The course looks at these texts and media in relationship to the local community, gender, social and occupational status, environment (both natural and urban), and historical period, exploring issues of social identity and power

EAAS GU4425 Women, Body, and Borders in Japanese Literature and Culture. 4.00 points.

The aim of this course is to examine the interrelated concepts of body, borders, gender construction, and sexuality as expressed in Japanese literature, religion, and culture from the premodern period to the present. We will use a variety of media including oral literature, narrative fiction, noh play, early modern comic literature, novel, film, and anime

POLS GU4472 JAPANESE POLITICS. 4.00 points.

This course surveys key features of the Japanese political system, with a focus on political institutions and processes. Themes include party politics, bureaucratic power, the role of the Diet, voting behavior, the role of the state in the economy, and the domestic politics of foreign policy

RELI GU4509 CRIME/PUNISHMENT-JEWISH CULTRE. 4.00 points.

Jews have stood on every imaginable side of criminal justice: accuser and accused; prosecutor, defendant, and defender; judge and judged; spectator; storyteller; journalist; critic; advocate. How did Jews approach these various roles, and what notions of crime, criminality, punishment, and justice did they bring with them? This course crosses chronological eras, geographical regions, and academic disciplines to explore configurations of crime and punishment in Jewish cultures. It strives to achieve a balance in its coverage of Ashkenaz vs. Sefarad; ancient, late ancient, medieval, modern, and contemporary Judaisms; the specific and historical vs. the philosophical and theoretical; and varieties of sex, race, and gender. The role of classical Jewish texts, theology, and community in shaping Jewish approaches to criminal justice will all be considered

EAAS GU4750 Exploring "The Tale of Genji": Themes, Contexts, and Aesthetics. 4.00 points.

This seminar offers an in-depth exploration of Murasaki Shikibu's "The Tale of Genji" (Genji monogatari, c. 1008), one of the most significant works in the Japanese literary canon. Through a close reading and discussion of the primary text, which we will read in its entirety in English translation, the students will gain an appreciation and understanding of its central themes, socio-cultural background, narrative structuring, and various aesthetic considerations. A number of secondary materials and introduction to several works of reception will further help to contextualize its enduring influence to this day

Spring 2025: EAAS GU4750

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4750	001/17214	T 12:10pm - 2:00pm 424 Pupin Laboratories	Ekaterina Komova	4.00	10/15

EAAS GU4777 A Thousand-Year Old Romance: Reading The Tale of Genji Across the Ages, Media, and Genres. 4.00 points.

This course presents a synchronous and diachronous exploration of The Tale of Genji, a masterpiece of Japanese literature. During the first half of the course, students will read the entire English translation of the tale, as well as a number of other primary texts from roughly the same time period in order to gain an understanding of the sociohistorical and literary context in which the tale came about, while the second half of the course is devoted to the reception and adaptations of the tale across various media, genres, and time periods, ranging from commentaries, noh plays, traditional paintings and even "fan fiction" to modern novels and manga. The aim of the course is to provide the students with an understanding of The Tale of Genji's place within the Japanese literary tradition, and the impact it has had and continues to exert on all facets of Japanese culture

EAAS GU4810 WOMEN AND LITERARY CULTURE IN JAPAN. 4.00 points.

Japan has a long tradition of highly sophisticated vernacular literature (poetry, prose fiction, essays and poetic memoirs) by aristocratic court women, particularly from the tenth- and eleventh-century, including The Tale of Genji, often considered the world's first psychological novel. Writings by women in the early period had a deep impact on subsequent cultural production, and these vernacular writings (as well as the figure of these early women writers) acquired a new, contested significance from the end of the nineteenth century as part of the process of modern nation-building. Gender became a major organizing category in constructing discourse on literature, literary language, and literary modernity, particularly with regard to the novel. This seminar engages in close readings and discussion of selected works from the eleventh-century to twentieth-century Japan with particular attention to the genealogy of women's writings and changing representations of women, gender, and social relations. Issues include: genre, media, intertextuality, and literary communities; body and sexuality; and in the modern period, the "woman question" and global feminisms as well as authorship and authority. All readings are in English. Original texts will be provided for those who can read in the original

HSEA GU4847 MODERN JAPAN. 4.00 points.

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

Spring 2025: HSEA GU4847

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4847	001/13944	M 12:10pm - 2:00pm 301 Hamilton Hall	Chun Kiang Tan	4.00	18/20

Fall 2025: HSEA GU4847

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4847	001/15599	W 2:10pm - 4:00pm 302 Fayerweather	Chun Kiang Tan	4.00	21/22

HSEA GU4880 HISTORY OF MODERN CHINA I. 3.00 points.

China's transformation under its last imperial rulers, with special emphasis on economic, legal, political, and cultural change

Fall 2025: HSEA GU4880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4880	001/15606	T Th 4:10pm - 5:25pm 304 Hamilton Hall	David Wang	3.00	29/30

HEA GU4968 Japan 1968: student protest movements in global historical perspective. 4.00 points.

Japan also had a 1968. Students occupied university campuses across the country - in the most dramatic cases storming lecture-halls, building barricades and wielding bamboo spears in clashes with the police, counter?protestors and each other. These protests coincided with a wave of other campus occupations around the world, including in the US, France, Germany, Czechoslovakia, and China. In Japan they marked the culmination of a decade of protest against a range of issues including (but not limited to) the Vietnam War, colonialism, nuclear weapons, pollution, inflation, consumerism, capitalism, corruption, labour abuses, police brutality, authoritarianism, censorship, patriarchy, conformity and boredom. This course explores why students protested and what methods they used. It asks what effect the protests had in terms of goals achieved, unintended consequences, and longer-lasting social and cultural legacies. How did protestors' motivations change over time, and how did Japanese state and society accommodate, repress or subvert the movements? How did the protests and subsequent crackdown transform universities as spaces for learning, research and socialization? What alliances did students seek to forge with peers, activists, guerillas and governments overseas? Was there such a thing as a global 1968, and if so was Japan a part of it? And in what ways did their protests resemble or differ from other student protests around the world, then and now?

East Asian, Korea

ASCE UN1363 INTRO TO EAST ASIAN CIV: KOREA. 4.00 points.

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

Prerequisites: NOTE:Students must register for a discussion section, ASCE UN1366 The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts

Spring 2025: ASCE UN1363

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1363	001/11663	M W 1:10pm - 2:25pm 717 Hamilton Hall	Jungwon Kim	4.00	59/55

HIST UN2851 Making Modern Korea. 4.00 points.

This course explores Korea's history from the late nineteenth century to the present with a particular focus on caste/class, gender, war and industrialization. Using primary and secondary texts as well as documentary film and literary ephemera, the seminar analyses such topics as the relationship between imperialism and rebellions in the nineteenth century; the uneven experience of Japanese colonial rule; Korea's early feminist movement; how North Korea became a communist society; the deep scars of the Korean War; cultures of industrialism in South and North Korea; counter-cultural movements in 1970s, 1980s and 1990s South Korea; and contemporary challenges facing the peninsula. This course will give students a thorough grounding in modern Korean history and introduce them to major interpretative currents in the study of Korean history

Fall 2025: HIST UN2851

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2851	001/10318	M W 2:40pm - 3:55pm 313 Fayerweather	Ruth Barraclough	4.00	20/30

HIST UN2852 Making Modern Korea - DISC. 0.00 points.

Required discussion section for "Making Modern Korea" lecture (HIST 2851)

Fall 2025: HIST UN2852

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2852	001/10321		Ruth Barraclough	0.00	18/30

EAAS UN3207 Lights, Camera, Action: The Visual Culture of K-pop. 4 points.

In this course, we will explore the total political economy of culture that is K-pop, simultaneously a State-sponsored industry, an agency-generated cultural product, and a fandom-distributed community. In the recent years, scholars in various sectors have been actively demystifying the many social performances entailing K-pop through the frames of globalization and transnationalism. To see K-pop as transnationalism in performance is to construe it not as unidirectional or monolithic, but as a constant interpellation between national export and transnational transaction, each utterance refracted a mile a minute by its "glocal (global and local)" performers through social and web-based media. Paying particular attention to how such identities are negotiated within the portmanteau "K-pop," we will engage with the critical frames of Korean studies, performance studies, and media & visual culture to explore its major topics and defining moments in rigorously discussion-based seminars.

EAAS UN3215 KOREAN LITERATURE # FILM. 3.00 points.

This course traces the history of Korean cinema and literature from the 1930s to the early 2000s. Particular attention is given to colonialism, national division, war, gender relations, authoritarianism, urbanization, consumer culture, and diaspora. What kinds of familial, social, economic, and political relations do these films and literary works envision? We will link films and literary texts to their historical context, noting how representations of people, places, and ideas have changed over time—from colonialism, through poverty and malaise in the aftermath of the Korean War, to North Korea's continuing search for autonomy in the world system and South Korea's current position as global economic power and maker of the "Korean Wave "

Spring 2025: EAAS UN3215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3215	001/11661	W 4:10pm - 6:00pm 255 International Affairs Bldg	Theodore Hughes	3.00	16/20

Fall 2025: EAAS UN3215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3215	001/10924	W 4:10pm - 6:00pm 602 Northwest Corner	Theodore Hughes	3.00	15/15

EAAS UN3217 KOREAN POPULAR CINEMA. 4.00 points.

This course surveys modern Korean culture and society through Korean popular cinema. Drawing from weekly screenings and readings on critical film and Korean studies, we will explore major topics and defining historical moments in modern Korean history post-1945.

EAAS UN3412 Conflict and Culture in Korean History. 4 points.

This course considers how accounts of conflict in Korean history reflect the development of core values, ethical priorities and emotions, and perceptions among Koreans from the late sixteenth century to the late twentieth century. By carefully examining the narrative and rhetorical styles of major accounts of problems such as wars, political strife, family tensions, and intellectual and personal tribulations at a given cultural and historical time, students will not only understand how Koreans have dealt with conflict throughout history but will also develop reading strategies for primary sources contested by and narrated in a multiplicity of ideologies, genres, and voices.

KORN GU4103 Korean Language in Contemporary Pop Culture. 3.00 points.

This course aims to provide a deeper understanding of the Korean language, culture, society, and history through critical analysis of Korean contemporary popular culture (e.g., music, drama, films, TV shows, advertisements, comic books, and other digital discourses). More specifically, the purposes of the course are twofold: (1) to analyze various sociolinguistic issues represented in contemporary Korean pop culture (e.g., honorifics, dialects, language changes, language variations across gender and generations, language contacts, neologism, slangs) and (2) to develop cultural awareness, critical thinking, digital and media literacy, and multimodal competence in Korean media and popular culture

Spring 2025: KORN GU4103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
KORN 4103	001/17288	T 10:10am - 12:00pm 401 Chandler	Joowon Suh	3.00	10/12

EAAS GU4124 SOUTH KOREAN FILM AS HISTORY. 4.00 points.

In viewing historical films and media works, we often grapple with the question of historical accuracy, and whether visual media is suited to the task of historical accounts, but another question we could ask is: Of what is film a history? This course will examine Korean history through cinema, and Korean cinema through history, by viewing films from various time periods that depict moments in Korean history

Spring 2025: EAAS GU4124

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4124	001/11662	Th 4:10pm - 6:00pm 212a Lewisohn Hall	Theodore Hughes	4.00	12/15

EAAS GU4160 CULTURES IN COLONIAL KOREA. 3.00 points.

This course examines the processes of colonization that played a central role in locating Korea in an integrated world in the first half of the twentieth century. We will analyze the ways in which the intersections among an array of contemporary global issues and concerns (to name a few- social Darwinism, migration, urban space, gender, sexuality, militarism, race, liberalism, socialism, capitalism) shaped the modern experience in Korea under Japanese rule (1910-1945). Our approach will be multidisciplinary. We will look, for example, at art, architecture, literature, film, philosophy, religion, and historiography. Throughout, we will pay special attention to the place of Korea and Koreans in the expanding Japanese empire and, more broadly, in the global colonial context. Class will be held as a discussion seminar based on close reading of primary-source documents and recent scholarship.

EARL GU4320 BUDDHISM AND KOREAN CULTURE. 4.00 points.

Since Buddhism was introduced to Korea 1,600 years ago, the religion has had great impact on almost all aspects of the Korean society, making significant contributions to the distinct development of Korean culture. In this course, we will explore how Buddhism has influenced and interacted with various fields of Korean culture such as art, architecture, literature, philosophy, politics, religions, and popular culture. Buddhist scriptures, written in classical Chinese, with their colorful imaginations, have stimulated the development of Korean literature. Buddhist art, sculpture, and architecture have also catalyzed the Korean counterparts to bloom. The sophisticated philosophy and worldview of Buddhism, along with its diverse religious practices and rituals have added richness to the spiritual life of Korean people. Buddhism also attracted a significant number of followers, often playing important roles in politics. Throughout the course, we will not only investigate the influence of Buddhism on diverse aspects of Korean culture on their forms and at their depths, but also examine the interactions between Buddhism and other religions, as well as politics. Students will learn how Korean people have formed and reformed Korean culture through the medium of Buddhism

EARL GU4324 Religion and Politics in Korea. 4 points.

This course explores diverse aspects of the interactions between religion and politics in modern, pre-modern, and contemporary Korea. It focuses on how Korean religions such as Buddhism, Confucianism, Christianity, and new religions have influenced and been influenced by politics, thereby leading to the mutual transformation of the two major social phenomena.

EARL GU4328 Texts, Paintings, and Images of Korean Religions. 3.00 points.

The course explores the doctrines, practices, and rituals of Korean religions through iconic texts, paintings, and images. The texts, paintings, and images that the course covers include ghost stories, doctrinal exegeses and charts, missionary letters, polemical and apologetic writings, catechism, folklores, and ritual paintings

Spring 2025: EARL GU4328

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EARL 4328	001/11659	T 4:10pm - 6:00pm 707 Hamilton Hall	Seong-Uk Kim	3.00	9/12

HSEA GU4860 SOC OF CHOSON KOREA 1392-1910. 4.00 points.

Major cultural, political, social, economic and literary issues in the history of this 500-year long period. Reading and discussion of primary texts (in translation) and major scholarly works. All readings will be in English

Fall 2025: HSEA GU4860

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HSEA 4860	001/10926	T 2:10pm - 4:00pm 423 Kent Hall	Jungwon Kim	4.00	7/15

HIST GU4872 North Korean History, Culture and Politics. 4.00 points.

North Korea is widely regarded as a country without a history; as enigmatic as it is isolated. Dispensing with this cliché, this course invites students to engage with North Korean history using a variety of primary and secondary sources. We begin in the medieval period to trace the distinct features of the northern region that made it uniquely receptive to outside ideas. Understanding the north as a frontier zone of experimentation and adaption allows us to examine the attractive power of modernity in the north during the early twentieth century via the influence of Christianity, capitalism and communism. Utilizing texts and materials made in North Korea and internationally, including feature and documentary films, women's magazines, graphic novels, literary fiction and testimony, the course investigates the conditions within which knowledge about North Korea has been produced, circulated and repressed. Key topics to be explored include the history of Christianity and capitalism in Pyongyang and the northern provinces, communist cadres in the 1930s, the allure of the North in the 1940s, the Korean War and the purges that followed, North Korea's relations with neighbors and the world, and the high cost its citizens pay for the country's brutal sanction economy

Spring 2025: HIST GU4872

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4872	001/17186	T 2:10pm - 4:00pm 602 Lewisohn Hall	Ruth Barraclough	4.00	12/15

East Asian, Tibet

ASCE UN1365 INTRO EAST ASIAN CIV: TIBET. 4.00 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 2025: ASCE UN1365

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1365	001/15613	T Th 4:10pm - 5:25pm 307 Uris Hall	Lauran Hartley	4.00	37/40

RELI UN2205 BUDDHISM: INDO-TIBETAN. 4.00 points.

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

Buddhist teachings came to Tibet relatively late in the history of Buddhism's travels through Asia. Tibetan emperors adopted Buddhism from India around the eighth century, which sounds like a long time ago now, but by that time Buddhism was already well established in parts of South, Southeast, Central, and East Asia. In addition to being known as a tradition of renunciants and forest dwelling philosophers, Buddhism was associated with cosmopolitanism—literacy, the arts, architecture, higher education and beyond. Tibetan rulers, like so many rulers before them, turned to Buddhism after amassing power through warfare and violence, and they became interested in Buddhism's methods for cultivating wisdom and compassion as antidotes to ignorance and selfishness. They were also curious about whether Buddhism could help justify and support their claims to power. Because Buddhism was already a complex system, Tibetans were able to uniquely integrate all three of the major traditions of Theravada, Mahayana, and Vajrayana Buddhism. Thanks to the hard work of Tibetan and Indian translators and artists with imperial support, monks and nuns followed the rules of the earliest disciples of Buddha, philosophers pored over Indian Buddhist treatises, and ritualists fine-tuned the tantric, esoteric, intensive path to liberation from dissatisfaction and suffering. The new expressions of Buddhism that emerged in Tibet have shaped religion, education, literary production, the arts, and language across a massive and diverse swath of Asia, from northern India to Nepal, Bhutan, Mongolia, and areas of Western China. More recently, Tibetan Buddhism has spread across the globe. In this course, by analyzing primary textual sources in translation as well as visual and material culture, we will investigate the history and practice of Tibetan Buddhism in all its complexity, from its earliest origins to the present. There are no prerequisites for this introductory lecture

Spring 2025: RELI UN2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2205	001/17292	M W 1:10pm - 2:25pm 303 Uris Hall	Dominique Townsend	4.00	49/60

EARL UN3310 The Body and/in Performance: Dance # Drama in Tibet # China. 4.00 points.

This seminar examines the body and bodily practices in various performance traditions in Tibet and China by reading theory from the fields of performance and dance studies alongside regional case studies of dances and dramas in East Asia. In addition to required course readings, students will watch performances on film (though also live in New York City where/if possible), read play scripts, and participate in practicums to gain an embodied understanding of the course's subject matter. Practicums include workshops with the Tibetan Service Center of New York City, dance journalist Karen Greenspan, and the Kunqu Society of New York. After a brief introduction to the fields of performance and dance studies, course meetings will focus on different performative bodily expressions; for example, the expression of "culture," history, politics, affect and emotion, and so on

Spring 2025: EARL UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EARL 3310	001/11698	M 2:10pm - 4:00pm 301 Hamilton Hall	Constantine Lignos	4.00	16/15

HSEA UN3642 Peripheries of the Sinitic World through History. 3.00 points.

This course surveys the southern and western peripheries of the political entities we today call China from the turn of the 1st millennium CE to the early 20th century. It does so primarily through translations of primary sources - travelogues and geographies- up to the 16th century, at which point it turns its attention to recently published monographs of varying breadth that can cover more ground, given the sheer number of available primary sources from that time on. No prerequisites but Introduction to East Asian Civilizations: Tibet, China, or Vietnam is recommended

EAAS GU4017 Ethnography and Representation in Tibet. 4.00 points.

This course introduces contemporary Tibetan society through the lens of anthropology and how various representations have produced different understandings of Tibet within China and beyond

EARL GU4310 LIFE WRIT/TIBET BUDDHIST LIT. 4.00 points.

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

This course engages the genre of life writing in Tibetan Buddhist culture, addressing the permeable and fluid nature of this important sphere of Tibetan literature. Through Tibetan biographies, hagiographies, and autobiographies, the class will consider questions about how life-writing overlaps with religious doctrine, philosophy, and history. For comparative purposes, we will read life writing from Western (and Japanese or Chinese) authors, for instance accounts of the lives of Christian saints, raising questions about the cultural relativity of what makes up a life's story

EARL GU4312 TIBETAN SACRED SPACE(IN COMPARATIVE CONT. 4.00 points.

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

Through interdisciplinary theoretical approaches (mostly in the fields of religion, anthropology, literature, and history), this course engages the genre of writing about sacred space in Tibetan Buddhist culture, addressing the micro (built environment) and macro (natural environment) levels of this important sphere of Tibetan literature. Through Tibetan pilgrimage accounts, place (monasteries, temples, etc) based guidebooks, geographically focused biographies, and pictorial representations of place, the class will consider questions about how place-writing overlaps with religious practice, politics, and history. For comparative purposes, we will read place based writing from Western and other Asian authors, for instance accounts of the guidebooks to and inscriptions at Christian churches, raising questions about the cultural relativity of what makes up sacred space.

EAAS GU4558 Tibetan Science - Medicine, Knowledge, and the State on the Roof of the World. 4.00 points.

This course aims to pose the question of what 'science' can be in Tibetan and Himalayan cultures, and to examine these 'sciences' in their social, religious, political, transnational, and inter-cultural dimensions. Especially through the field of medicine, it explores the main developments of Tibetan knowledge mostly during the modern era from the 17th century onward, building on both ethnography and primary and secondary written sources. This course pays particular attention to the relation of this knowledge to various states, centralizing institutions, and policies and practices of legitimization, and further to the modernization and globalization of the production, application, and consumption of Tibetan medical knowledge, including during the current Covid-19 pandemic

EAAS GU4565 TIBET IN THE WORLD: CULTURAL PRODUCTION AND SOCIAL CHANGE. 4.00 points.

This course explores the intersection of cultural production with national policies and global economies in the context of Tibet. We will focus not on colonial sources (Mythos Tibet) but on a wide range of representational and expressive practices by contemporary Tibetans in film, literature, music, social media, art, performance, local museums, etc. -- all since the 1990s. Tibetan cultural production today is at once localized and transnational, whether it is the vision and work of artists in the People's Republic of China or the creation of Tibetans living in the diaspora. We will explore the impact of colonialism and socioeconomic marginalization on the de-centering and re-centering of ethnicity and identity in education, publishing, and the arts. How do Tibetan artists, musicians, filmmakers, writers, comedians, and other cultural producers negotiate the complexities of modernity, secularization, globalization and political agendas, vis-à-vis incentives to preserve traditions, while engaging creatively? Each week will focus on 2 to 3 primary sources and 1 or 2 related secondary readings. Our discussions of the primary source materials (film screenings, readings, artwork, performances, etc.) will be enriched with readings in Cultural Studies, sociology, and anthropology, and by conversations with area artists

Spring 2025: EAAS GU4565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 4565	001/11694	Th 4:10pm - 6:00pm 501b International Affairs Bldg	Lauran Hartley	4.00	14/20

EARL GU4575 Tibet in Eurasian Circulatory History. 3.00 points.

What does a critical Buddhist studies look like? What does a critical area studies look like? Tibetan studies has long been dominated by a study of Tibetan Buddhism, a proxy for the lost nation. This class explores how Tibet entered into the circulation of knowledge across Eurasia to examine what critical Buddhist studies might look like

HSEA GU4700 Rise of Modern Tibet: History and Society, 1600-1913. 4 points.

Rise of Modern Tibet

HSEA GU4712 Local History in Tibet. 4 points.

Tibetan culture covers an area roughly the size of Western Europe, yet most regions have not been the subject of sustained historical study. This course is designed for students interested in studying approaches to local history that attempt to ask large questions of relatively small places. Historiographic views from Tibetan studies (where they exist) will be examined in comparison with approaches drawn mainly from European and Chinese studies, as well as theories drawn from North/South American and Southeast Asian contexts. Given the centrality of Buddhist monasteries to Tibetan history (as "urban" centers, banks, governments, educational institutions, etc.) much of the course will deal with these.

HSEA GU4720 20TH CENTURY TIBETAN HISTORY. 4.00 points.

This course is designed for students interested in gaining a broad view of Tibetan history in the 20th century. We will cover the institutional history of major Tibetan state institutions and their rivals in the Tibetan borderlands, as well as the relations with China, Britain, and America. Discussion sessions throughout the semester will focus on important historical issues. *Group(s): C*

HSEA GU4814 Space and Place in Urbanizing Tibet: Indigenous Experiences in China. 4 points.

This course engages with approaches from anthropology, geography, and indigenous studies to analyze contemporary urban transitions on the Tibetan plateau.

HSEA GU4813 EARLY TIBETAN HISTORY AND ITS RELATIONS WITH CHINA. 4.00 points.

This course compares popular narratives with historical evidence on early Tibetan history focusing on the Tibetan Empire (7th-9th c.) with an emphasis on its relations with China

HSEA GU4815 Faith and Empire: Art and Politics in Tibetan Buddhism. 4.00 points.

Tibetan Buddhism offered a divine means of power and legitimacy to rule in Inner Asia and China. This class will explore the intersection of politics, religion and art in Tibetan Buddhism. Images were one of the primary means of political propagation, integral to magical tantric rites, and embodiments of power

East Asian, Vietnam

ASCE UN1367 INTRO EA CIV: VIETNAM. 4.00 points.

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

Corequisites: ASCE UN1377

Corequisites: ASCE UN1377 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 kingship over the 2nd millennium CE. We begin by exploring ethno-linguistic 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 2025: ASCE UN1367

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1367	001/10922	M W 4:10pm - 5:25pm 516 Hamilton Hall	John Phan	4.00	42/40

ASCE UN1377 INTRO EAST ASIAN CIV-VIETNAM DISC. 0.00 points.

Corequisites: ASCE UN1367

Corequisites: ASCE UN1367 Required discussion section to be taken with ASCE W 1367 - Intro to East Asian Civilizations: Vietnam

Fall 2025: ASCE UN1377

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1377	001/16968	W 6:10pm - 7:00pm 327 Uris Hall	Jiali He	0.00	14/15
ASCE 1377	002/16969	W 7:10pm - 8:00pm 327 Uris Hall	Jiali He	0.00	11/15
ASCE 1377	003/17004	Th 6:10pm - 7:00pm 201b Philosophy Hall	Euiyeon Kim	0.00	14/15
ASCE 1377	004/17005	Th 7:10pm - 8:00pm 201b Philosophy Hall	Euiyeon Kim	0.00	6/15

MDES UN2042 South Asia at the Crossroads of Empires. 3.00 points.

In this course we will study the late colonial and early post-colonial periods of South Asian history together. Some of the events we will cover include: the climax of anti-colonial movements in South Asia, WWII as it developed in South and Southeast Asia, the partition of British India, the two Indo-Pakistan wars, and the 1971 Bangladesh War. While we will read selected secondary literature, we will focus on a range of primary sources, including original radio broadcasts and oral history interviews. We will also study artistic interpretations of historical developments, including short stories and films. In this course, we will strive to remain attentive to the important changes engendered by colonialism, while simultaneously recognizing the agency of South Asians in formulating their own modernities during this critical period. We will also seek to develop a narrative of modern South Asian history, which is attentive to parallel and/or connected events in other regions

MDES UN2044 Religion and Politics in South Asia. 3.00 points.

This module is designed to provide students with a thorough understanding of conceptual and empirical debates about religion and politics in South Asia. The rise in public manifestations of religions in the last two decades in almost all parts of the world has led to much rethinking and reconsideration of the relationship of religious thought and practice to political structures and dynamics. We will take a theoretically informed and empirically grounded look at the imbrication of religion and politics in the wider South Asia region, including Bangladesh, India, Nepal, Pakistan and Sri Lanka. The course allows an insight into the diversity of religious ideas and practices in the region, historical variations, influence of colonialism and the relationship with globalization. We will engage with scholarship on these themes from the disciplines of history, anthropology and political science. Prior familiarity with the region is not required. By the end of this course, students should be able to: -understand recent debates social sciences regarding conceptualizing and defining religion - understand the limitations of previous frameworks for assessing the role of religion in political processes across South Asia -recognize key transformations in different religious traditions across South Asia. -develop a nuanced and critical approach to analysing religion and politics more generally

HIST UN2444 THE VIETNAM WAR. 4.00 points.

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

April 30, 2025 marks the fiftieth anniversary of the end of the Vietnam War. Upon the semicentennial, this special edition lecture course will reflect on the half century of scholarship and art to examine war's history, including its origins, evolution, and conclusion, and assess its legacies today. Rather than just view the war as an event in American or Vietnamese history, this course will examine the war from a multitude of perspectives by inviting special lecturers, analyzing primary documents, dissecting novels and memoirs, screening war films, and drawing from the rich historiography of that oft-studied war. Throughout this course, we will ask questions that continue to elicit fierce debate: What brought the United States and Vietnam to war? What impact did the war have on North Vietnamese, South Vietnamese, and American politics? How did decisions made in the corridors of power on both sides of the Pacific affect everyday people on the battlefronts and homefronts? Why did it end the way it did? What lessons can we draw from the Vietnam War? Attendance and participation in lectures and weekly discussion sections is mandatory. All the readings and episodes are available online through Butler Library (CLIO) or Canvas (C)

Spring 2025: HIST UN2444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2444	001/14089	T Th 1:10pm - 2:25pm 501 Northwest Corner	Lien-Hang Nguyen	4.00	117/120

HIST UN2881 VIETNAM IN THE WORLD. 4.00 points.

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

This course examines the history of Vietnam in the World and serves as a follow-up to ASCE UN1367: Introduction to East Asian Civilizations, Vietnam (though it is not a prerequisite). This course will explore Vietnam's multifaceted relations with the wider world from the late 19th Century to present day as war – ranging from civil, imperial, global, decolonization, and superpower interventions – forged the modern imperial polity to the current nation-state

EAAS UN3710 FICTION, FILM, AND MODERN VIETNAM. 4.00 points.

This course examines film, tv, and a variety of short fiction as vehicles for the production of Vietnamese cultural identities in the modern era

EAAS UN3720 Women in Vietnamese society, history and literature. 4.00 points.

This course explores the roles and representations of women in Vietnamese society, history and literature from premodern to contemporary times through folklore, poetry, prose and films. From different angles, in different contexts and through different approaches we will critically engage and situate literary and visual texts within larger historical processes of antiquity, folklore, religious beliefs and practice, sexual politics, feminism, monarchy, colonialism, war, modernity, nation-building and globalization that have impacted the roles and identities of Vietnamese women through the ages

Spring 2025: EAAS UN3720

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EAAS 3720	001/17218	T 2:10pm - 4:00pm 140 Uris Hall	Vinh Nguyen	4.00	22/25

HSEA GU4218 Toward an intellectual history of Vietnam in the 20th century. 3.00 points.

This course traces the transformation of Vietnamese intellectual activity in the 20th century across a number of major social and political changes, from colonialism to socialism. It considers the circulation of ideas, religion, and cultural productions in shaping intellectual thought and Vietnamese history on a larger scale

South Asian**MDES UN1630 Introduction to South Asia. 4.00 points.**

This course introduces students to South Asia through an analysis of the heterogeneity, richness, and complexity of the region's conflicted pasts. Our historical scope is vast and ambitious, starting with the earliest urban settlements in about 2000BCE and ending in the present. Though focused on "South Asia," the course problematizes the bounded areal model by emphasizing the region's enduring connections to Eurasia, Africa, Southeast Asia, and the broader Indian Ocean world. With connected history as our method, the course asks students to grapple with South Asia's literary, religious, and political histories as kinetic processes. This allows us to ask probing questions about issues that have had, and continue to have, major implications for the region— and the world—today: sovereignty, power, gender, community, devotion, piety, secularism, democracy, violence, and the nation itself

Spring 2025: MDES UN1630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1630	001/17554	M W 1:10pm - 2:25pm 402 Chandler	Jonathan Peterson	4.00	85/95

MDES UN1631 Introduction to South Asia-Discussion Section. 0.00 points.

Discussion section to accompany the course, MDES UN1630

Introduction to South Asia

Spring 2025: MDES UN1631

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1631	001/17788	W 5:10pm - 6:00pm C01 80 Claremont	Saumya Dadoo	0.00	17/15
MDES 1631	002/17789	W 6:10pm - 7:00pm C01 80 Claremont	Saumya Dadoo	0.00	16/15
MDES 1631	003/17790	Th 10:10am - 11:00am 302 Alfred Lerner Hall	Chandana Krishnegowda	0.00	15/15
MDES 1631	004/17791	Th 11:10am - 12:00pm 302 Alfred Lerner Hall	Chandana Krishnegowda	0.00	11/15
MDES 1631	005/17792	F 10:10am - 11:00am 104 Knox Hall	Mudabir Wani	0.00	12/15
MDES 1631	006/17793	F 11:10am - 12:00pm 104 Knox Hall	Mudabir Wani	0.00	13/15

ANTH UN2007 Indian and Nigerian Film Cultures. 3 points.

This class places into comparative focus one of the oldest and one of the newest forms of global cinema outside of the U.S. It introduces and examines these film industries - their platforms, histories, aesthetics, and place in postcolonial life. We will explore how nonwestern contexts of film production and exhibition offer alternative histories of film. Topics include: aesthetics and genre; space and urbanization; colonialism and postcolonialism, shifting platforms of media exhibition, globalization, the notion of the popular and its relation to art.

MDES UN2042 South Asia at the Crossroads of Empires. 3.00 points.

In this course we will study the late colonial and early post-colonial periods of South Asian history together. Some of the events we will cover include: the climax of anti-colonial movements in South Asia, WWII as it developed in South and Southeast Asia, the partition of British India, the two Indo-Pakistan wars, and the 1971 Bangladesh War. While we will read selected secondary literature, we will focus on a range of primary sources, including original radio broadcasts and oral history interviews. We will also study artistic interpretations of historical developments, including short stories and films. In this course, we will strive to remain attentive to the important changes engendered by colonialism, while simultaneously recognizing the agency of South Asians in formulating their own modernities during this critical period. We will also seek to develop a narrative of modern South Asian history, which is attentive to parallel and/or connected events in other regions

MDES UN2046 Slavery, Race, Racism: Global South Experiences and Debates. 3.00 points.

Contemporary discussions about racism have tended to focus on the experience of North Atlantic slave trade, and theoretical debates tend to rely upon American experiences of racialization. However, there is substantial variation in the contours of racism across time and space. Relatedly, strategies for resistance to racism also vary significantly. It is important to think through the political and theoretical implications of potential differences in experiences and forms of racism in the global south. To this end, this course attempts to provide an insight into both historical and ideational variation. We will engage with historical research as well as the political ideas of particular thinkers grappling with the challenge of modern racism. At the same time as exploring the variation in historical, regional and ideational debates we will pay considerable attention to the arguments proposed by many global south thinkers about homogenization under global capitalism. The mutual imbrication of modern racism and capitalism has been an important concern for many 20th century Global South thinkers and it is useful to think through their arguments regarding simultaneous homogenization and differentiation built into capitalism. While 'non-Western' or Global South thinkers have addressed questions of race and racism in important ways, some have also voiced racist views of their own. The course draws upon scholarship in Postcolonial Theory, Black Marxist and Radical thought, and Comparative Political Theory, as well recent comparative historical research on questions of slavery and racialization

Spring 2025: MDES UN2046

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2046	001/17604	T Th 10:10am - 11:25am 207 Knox Hall	Humeira Iqtidar	3.00	9/20

RELI UN2205 BUDDHISM: INDO-TIBETAN. 4.00 points.

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

Buddhist teachings came to Tibet relatively late in the history of Buddhism's travels through Asia. Tibetan emperors adopted Buddhism from India around the eighth century, which sounds like a long time ago now, but by that time Buddhism was already well established in parts of South, Southeast, Central, and East Asia. In addition to being known as a tradition of renunciants and forest dwelling philosophers, Buddhism was associated with cosmopolitanism—literacy, the arts, architecture, higher education and beyond. Tibetan rulers, like so many rulers before them, turned to Buddhism after amassing power through warfare and violence, and they became interested in Buddhism's methods for cultivating wisdom and compassion as antidotes to ignorance and selfishness. They were also curious about whether Buddhism could help justify and support their claims to power. Because Buddhism was already a complex system, Tibetans were able to uniquely integrate all three of the major traditions of Theravada, Mahayana, and Vajrayana Buddhism. Thanks to the hard work of Tibetan and Indian translators and artists with imperial support, monks and nuns followed the rules of the earliest disciples of Buddha, philosophers pored over Indian Buddhist treatises, and ritualists fine-tuned the tantric, esoteric, intensive path to liberation from dissatisfaction and suffering. The new expressions of Buddhism that emerged in Tibet have shaped religion, education, literary production, the arts, and language across a massive and diverse swath of Asia, from northern India to Nepal, Bhutan, Mongolia, and areas of Western China. More recently, Tibetan Buddhism has spread across the globe. In this course, by analyzing primary textual sources in translation as well as visual and material culture, we will investigate the history and practice of Tibetan Buddhism in all its complexity, from its earliest origins to the present. There are no prerequisites for this introductory lecture

Spring 2025: RELI UN2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2205	001/17292	M W 1:10pm - 2:25pm 303 Uris Hall	Dominique Townsend	4.00	49/60

RELI UN2309 HINDUISM. 4.00 points.

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

Considers efforts since 1900 to synthesize a coherent understanding of what Hinduism entails, sometimes under the heading of sanatana dharma. Using a rubric provided by the Bhagavad Gita, explores philosophical/theological (jnana), ritual (karma), and devotional (bhakti) aspects of Hindu life and thought

Spring 2025: RELI UN2309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2309	001/00508	M W 11:40am - 12:55pm 202 Milbank Hall	Meghan Hartman	4.00	32/35

Fall 2025: RELI UN2309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2309	001/00014	M W 1:10pm - 2:25pm 418 Barnard Hall	Meghan Hartman	4.00	58/60

ASCM UN2357 INTRO TO INDIAN CIVILIZATION. 4.00 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. Students must register for a section of ASCM UN2358

Fall 2025: ASCM UN2357

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCM 2357	001/00267	T Th 11:40am - 12:55pm 304 Barnard Hall	Rachel McDermott	4.00	54/80

MDES UN2641 CINEMAS OF INDIA. 3.00 points.

This course offers an expansive journey through the forms, pleasures, and meanings of Indian cinema. It explores the plural beginnings of popular film; the many competing cinemas produced across India; the diverse protagonists (from vamps to vigilantes) that populate the imagined entity named 'national cinema'; and the varied audiences addressed by these cinemas. Over the course of the semester, we will watch 15 of the most iconic narrative films produced in India, including Diamond Queen (1940), Awara (1951), Deewar (1975), Roja (1992), Mahanagar (1963), and Bandit Queen (1994). As we voyage with the dynamic, shifting codes and priorities of India's fiction filmmaking, we also shadow the emergence of the Indian nation and contestations of its coherence

MDES UN2650 GANDHI # HIS INTERLOCUTORS. 4.00 points.

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

Gandhi is in two senses an extraordinary figure: he was the most important leader of anti-imperialist movements in the twentieth century; yet, his ideas about modernity, the state, the industrial economy, technology, humanity's place in nature, the presence of God - were all highly idiosyncratic, sometimes at odds with the main trends of modern civilization. How did a man with such views come to have such an immense effect on history? In some ways, Gandhi is an excellent entry into the complex history of modern India - its contradictions, achievements, failures, possibilities. This course will be primarily a course on social theory, focusing on texts and discursive exchanges between various perceptions of modernity in India. It will have two parts: the first part will be based on reading Gandhi's own writings; the second, on the writings of his main interlocutors. It is hoped that through these exchanges students will get a vivid picture of the intellectual ferment in modern India, and the main lines of social and political thought that define its intellectual culture. The study in this course can be followed up by taking related courses in Indian political thought, or Indian politics or modern history. This course may not be taken as Pass/D/Fail

Spring 2025: MDES UN2650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2650	001/11696	T Th 1:10pm - 2:25pm 326 Uris Hall	Sourav Chatterjee	4.00	61/60

HSME UN2811 South Asia: Empire and Its Aftermath. 4 points.

(No prerequisite.) We begin with the rise and fall of the Mughal Empire, and examine why and how the East India Company came to rule India in the eighteenth century. As the term progresses, we will investigate the objectives of British colonial rule in India and we will explore the nature of colonial modernity. The course then turns to a discussion of anti-colonial sentiment, both in the form of outright revolt, and critiques by early nationalists. This is followed by a discussion of Gandhi, his thought and his leadership of the nationalist movement. Finally, the course explores the partition of British India in 1947, examining the long-term consequences of the process of partition for the states of India, Pakistan and Bangladesh. We will focus in particular on the flowing themes: non-Western state formation; debates about whether British rule impoverished India; the structure and ideology of anti-colonial thought; identity formation and its connection to political, economic and cultural structures. The class relies extensively on primary texts, and aims to expose students to multiple historiographical perspectives for understanding South Asia's past.

HIST BC2859 South Asian Diasporas. 3.00 points.

This survey focuses on the South Asian diaspora, that is, the migration of people originating from the Indian subcontinent into a global horizon, and the multi-dimensional array of economic, political and cultural relationships produced between diasporic communities, their places of origin, and their places of arrival. The course will be structured around key themes and questions in the history of the diaspora, using these as entry points into deeper contexts while making connections between historical and contemporary phenomena. We will explore flows of labor (indentured and otherwise), transnational mercantile and financial connections, overseas political movements, and South Asian communities in North America in the wake of the War on Terror. Topics will include: questions of bondage and contract, circulation of revolutionary praxis and radical cross-fertilization, racial and cultural identity formation, legal and extralegal economies, gender, class and caste. Our readings will draw upon literary texts, oral and public histories, as well as archival sources; not to mention observations from your own forays into the city

Spring 2025: HIST BC2859

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2859	001/00883	M W 2:40pm - 3:55pm LI003 Barnard Hall	Maia Ramnath-Christiansen	3.00	9/70

Fall 2025: HIST BC2859

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2859	001/00157	M W 2:40pm - 3:55pm 111 Milstein Center	Anupama Rao	3.00	10/29

MDES UN3046 The Intersectional Politics of Religion. 3 points.

The Islamic veil controversy in France, the Rohingya crisis in Myanmar, the Kashmir lockdown, the lynching of Dalits in India – all seem to be connected through the ideas of ‘religion’, and certain religious identities as the basis for violence. What is the understanding of the religious that seems to be the operative factor in these events? Is it a singular concept of religion or are there different connotations of this category? For instance, how do we understand religion when it bifurcates the women’s movement between Western ‘secular’ women and non-Western ‘Muslim’ women? Is it the same concept when we identify ‘religion’ as the basis for the harmonious coexistence of Hindus and Muslims among certain non-elite communities in India? In this course, we ask if it even possible to understand, ‘religious’ events in the modern political world, *without* asking what other categories implicitly inform our notion of the religious – such as, gender, caste, culture, race and historiography. We move beyond the strict dichotomy, of religion and secularism, as something given and unproblematic. Drawing from examples and events in modern South Asia as well as other postcolonial contexts, we attempt to respond to the concepts, contradictions, and dilemmas that accompany the question of when and how the religious becomes the political in the modern world.

Our weekly sessions will be devoted to reading texts from various disciplines and analyzing how the main argument is formulated and how that relates to a critique of the concept of religion in modern South Asia. Some weeks the scholarly texts will be supplemented by primary texts/case studies that will serve as direct demonstration of the problems that will be explored in the course. The engagement with sources from various disciplines will expose us to interdisciplinary content as well as diverse methods of critical analysis and argumentation. It will also help acquire the practice of identifying the central argument of the text, understand how the broad argument is actually formulated through smaller steps, and achieve the analytic skill to critically locate that single argument within a larger body of scholarship.

POLS UN3112 GANDHI, KING # POLS OF NONVIOLENCE. 4.00 points.

Since Gandhi’s experiments in mass satyagraha over a century ago, nonviolence has become a staple of protest politics across the globe. From the Occupy movements to the Arab Spring to Movement for Black Lives, it might even be entering a new phase of revitalization. At the same time, what exactly nonviolence is and what it can accomplish in politics is very much under debate. This course aims to understand the politics of nonviolence by examining the political ideas and political careers of its most well-known twentieth-century advocates, M.K. Gandhi and Martin Luther King, Jr. Though still venerated as founding figures of nonviolent protest, Gandhi and King have come to be remembered in ways that can misconstrue how they understood and practiced nonviolent politics. To many, Gandhi is a saintly idealist, who wanted to imbue politics with the spirit of ahimsa, truth, and conscience. Likewise, King is taken to be a spokesman for interracial brotherhood and Christian love. While partly true, these images also downplay the political side of their nonviolence – the techniques of organizing and strategies of protest that made their movements successful. We will examine the evolution of Gandhi’s and King’s political thinking in relation to the movements they led – the Indian independence movement and the civil rights movement in the US. We will consider how the theory and practice of nonviolence evolved and changed as it moved from one context to another. We will be especially focused on understanding the dynamics of nonviolent protest

Fall 2025: POLS UN3112

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3112	001/13983	T Th 4:10pm - 5:25pm Cin Alfred Lerner Hall	Karuna Mantena	4.00	41/150

ASRL BC3115 WHY DO BAD THINGS HAPPEN TO GOOD PEOPLE?. 4.00 points.

This course is an introduction to the field of inquiry called The Problem of Evil, or Theodicy – that is, the investigation of God in the face of evil and suffering in the world. How do we justify God? How do we reconcile disaster, pain, and suffering with an all-good, all-knowing, all-compassionate God? This question arises in all religious traditions, but here we will study only four: the Jewish, Christian, Muslim, and Hindu traditions, each of which proposes its own array of answers. Our emphasis will be on primary texts from each tradition, with introductory and interpretive secondary sources brought in as supplementary. These primary sources will be discussed in class, but especially in required section meetings. A sub-theme of the course is the “pastoral” dimension of answers to the Problem of Evil: to what extent are the answers we study comforting? This course has been created with the many crises presently afflicting our world – COVID-19, climate change, and the injustice of racism, to name a few – in mind

MDES UN3252 Rethinking Imperialism in the Middle East, South Asia, and Africa (MESAA). 3.00 points.

What is imperialism? Why does it happen? What different forms did it take over time? And why is addressing imperialism essential in understanding histories of the Global South, and its contemporary social, political, economic, and cultural realities? How did the economic exploitation of societies by this system affect their socio-economic structures? Is imperialism responsible for the persistent and growing global inequalities? In this course, we will approach these questions and more from a South-centered perspective introducing students to some of the histories, debates, and questions on the subject. This course surveys histories of Imperialism in South Asia, the Middle East, and Africa in the 18th and 19th centuries. The course is divided into three units reflecting cases from the three regions while focusing on different historical periods. First, we will study British imperialism in India in the late 18th and early 19th centuries. For the second unit, we will focus on the case of Egypt and its occupation in the late 19th century. Third, we will examine the British Empire in West Africa and East Africa at the turn of the century. Each unit will touch on three themes with various degrees of focus. First, we will ask why imperialism? explaining the different reasons and dynamics for imperialist expansion in the three regions. In the second theme, we will examine the political economy of colonial rule and how it manifested differently over time and space. In the third theme, we will explore social change, resistance, and questions of labor in colonial settings. The course will also serve to introduce students to using primary materials in their studies, using documents varying from contracts, laws, newspaper articles, reports, and correspondences. In some weeks we will explore some basics on how to find primary sources, the different types of sources, and how to use them in your research

HIST UN3272 Modern Southeast Asian History. 4.00 points.

This seminar explores the modern history of Southeast Asia, a diverse region of nearly a dozen nations that includes an extraordinary ethnic mix, all of the world's major religions, and a broad spectrum of political systems. Considered one of the "main crossroads of the world," we will explore the region's modern history, including western colonial conquest, resistance struggles for decolonization, differing modes of economic development, thorough-going revolutions, and inter-ethnic violence set against the backdrop of increasing globalization

SOCI UN3285 ISRAELI SOC # ISR-PLS CONFLICT. 3.00 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

AHMM UN3321 MUSICS OF INDIA # WEST ASIA. 3.00 points.

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

Fall 2025: AHMM UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3321	001/10756	M W 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	24/25
AHMM 3321	002/10757	M W 8:40am - 9:55am 622 Dodge Building	Gabriel Lavin	3.00	25/25
AHMM 3321	003/10758	T Th 10:10am - 11:25am 622 Dodge Building	Nandini Banerjee-Datta	3.00	25/25
AHMM 3321	004/10759	T Th 5:40pm - 6:55pm 622 Dodge Building	Nina Fukuoka	3.00	23/25

RELI UN3323 Religion and Medicine in South Asia: Psychiatry # the Politics of Madness. 4.00 points.

In this course, students will come to see the imbrication of religion, power, and mental illness across South Asia by examining experiences of suffering and its management; the history of psychiatry in the British colonial era and its afterlives; and the relationship of religion to concepts of mental and emotional disorder. Students will identify models for medical structures of care, healing, and treatments in the context of religion, ritual, and quotidian life. Topics include diagnostic processes and the creation of categories, stigma and models of clinical care, hysteria, spirit possession, pharmaceuticals, and the relationship of trauma to political structures. This course has three sections: 1) the first portion undertakes a brief historical survey of medical disciplines and institutions in South Asia (such as the development of Ayurveda, Yunānī #ibb, and the rise of the bīmāristān); 2) the second portion of the course focuses on the rise of the asylum (sometimes called the pāgal khāna) in tandem with psychiatry and its twinned consequence: the pathologization of asceticism by British colonial technologies of discipline; 3) the final portion examines the relationship between British colonialism and psychoanalysis with the introduction of this western discipline to the subcontinent. This course will take critical stock of historical structures throughout South Asia claiming to provide care (such as family, caste, healthcare, mental asylums, colonialism, educational systems, pensions, and much more). As a result, students come to consider concepts of social suffering, biopolitics, biosociality, political subjectivity, and postcolonial disorder. Primary source material will include the following: śāstra, ethnography, clinical studies, poetry, scripture, ritual texts across Islamic, Hindu, Buddhist, and Jain traditions

Spring 2025: RELI UN3323

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3323	001/00632	W 4:10pm - 6:00pm 214 Milbank Hall	Meghan Hartman	4.00	13/20

MDES UN3445 SOCIETIES/CULTRS: INDIAN OCEAN. 3.00 points.

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

This course introduces 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 from the 10th to 20th centuries. 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 political, economic, and social cooperation, accommodation or conflict did different Indian Ocean encounters engender? We read some of the newest humanities and social science scholarship, as well as primary sources ranging from manuscript illustrations, sailor's stories, merchant letters, travelogues, pilgrimage accounts, colonial documents, memoirs, and diplomatic accounts

RELI UN3500 BUDDHIST ETHICS. 3.00 points.**POLS UN3556 The Rise of India & China. 3 points.**

This course examines the rise of India and China since the mid-twentieth century in terms of interaction of states, markets and globalization as our conceptual framework. It examines the emergence of two distinct developmental pathways in the two countries, focusing on their political economies, in comparative historical perspective. It also evaluates the implications of the rise of China and India on the global economy.

MDES UN3632 Introduction to Twentieth-Century South Asian Literature. 3.00 points.

This class offers a survey of major works of twentieth-century South Asian literature. We will read Raja Rao, Rokeya Hossain, Ismat Chughtai, Viswanadha Satyanarayana, Amrita Pritam, and Romesh Gunesechera. Emphasis will be placed on studying the thematic, formal, and stylistic elements of works and developing critical skills necessary for literary analysis. Works will engage with questions of nation # nationalism, gender # sexuality, caste, environment, and literary history

Spring 2025: MDES UN3632

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3632	001/11697	Th 10:10am - 12:00pm C01 Knox Hall	Sourav Chatterjee	3.00	21/25

MDES UN3644 Visual Cultures of Modern South Asia. 3 points.

This lecture course introduces students to the power and meaning of popular visual cultures of South Asia. Visual culture is a crucial arena for the enactment of social transformations and the creation of collective imaginaries. We will track such varied modern media types as calendar art, photography, film, architecture, clothing, and religious festivals, loosely following key chronological signposts in the shared histories of the subcontinent. Together, we will practice a new way of understanding history and society – a visual way that will make us aware of the diversity of hopes, fears, and dreams that comprise South Asia. Designed for students with a basic understanding of South Asian history, the course aims to familiarize you with key methodological approaches in visual culture studies and current debates in South Asian art history and media theory.

ANTH UN3661 South Asia: Anthropological Approaches. 4 points.

This course draws on ethnography, history, fiction, and other genres to think about diverse peoples and places in the region known as South Asia. Rather than attempt to fix or define "South Asia" as a singular category, we will explore how particular social and scholarly categories through which dimensions of South Asian life have come to be known (such as caste, class, religion, gender, sexuality, disability, and kinship) are experienced, negotiated, and reworked by actual persons in specific situations. By examining both categories and practices, we will ask: What kinds of relationships exist between the messiness of everyday life and the classifications used by both scholars and "local" people to describe and make sense of it? How do scholarly and bureaucratic ideas not merely reflect but also shape lived realities? How do lived realities affect the ways in which categories are named and understood? In addressing such questions, categories sometimes thought of as stable or timeless emerge as, in fact, contingent and embodied.

AHIS UN3791 Epic India: The Rama Story in Visual Art. 4.00 points.

The epic story of Rama (Ramayana) is one of the most influential tales of the Indian subcontinent. It has been told and experienced in a stunning range of media across time and space: from epic verse and lyric poetry to painting, narrative sculpture, film, graphic novels, and puppet theater. While Valmiki's Sanskrit Ramayana of ca. 500 BCE is acknowledged as the first, writers have recounted the tale in the polyglot array of Indic languages, from Kashmiri to Telugu, and infused it with the values and interests of their own time and place. The story's flexibility and capaciousness has encouraged social contestation and given voice to the concerns of disenfranchised social groups, including women and Dalits. This seminar will examine a generous array of South Asia's visual Ramayana traditions from the ancient to the modern, encompassing temple relief sculpture, painted courtly manuscripts, and comic book and film Ramayanas. Reading a selection of primary texts alongside we consider this tale's immense capacity to represent the gamut of human experience, both private and public, and its continued resonance for artists, writers, performers, and their publics

Spring 2025: AHIS UN3791

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3791	001/14931	T 10:10am - 12:00pm 934 Schermerhorn Hall	Subhashini Kaligotla	4.00	7/12

HIST UN3803 THE MUGHAL MEMOIRS. 4.00 points.

The early sixteenth century rise of the Mughal authority in North India coincided with the arrival of the Portuguese in South India, the emergence of Safavid empire, and the dominance of the Ottoman empire. Within the first hundred years, even more claimants to imperial power in India – the British, the French, the Rajput, the Maratha – were engaged in political negotiations, resistance and accommodation with the Mughal. We will follow the course of the development of Mughal political thought, economic and environmental impact and courtly culture through to their official demise in 1857. The first four emperors of Mughal India left various accounts for us. Babur (r. 1525–1530), the founder of the dynasty, wrote an autobiography. Memoirs of the second, Humayun (r. 1530–1556), were written by his sister, and others in his army. The third, Akbar (r. 1556–1605) was the subject of the most amazing regnal history– written by his minister and aide Abu'l Fazl. His son Jahangir (r. 1605–1627), recorded his daily activities and thoughts in his own journal that was published by him. To best engage with this complex universe, we will use the semantic vocabulary of 'seeing'. This course will delve into how Mughal emperors saw their world and how they narrated it. This course is almost exclusively focused on primary readings. We will read large portions of the texts written by the Mughal elite. We will read them to examine their treatment of sacral landscape, nature and environment, gender, social networks, power and violence, agency and interiority, performativity, usage of history and memory. This focus on memoir and autobiographical writing would allow us to delve far deeply into the socio-cultural worlds of the Mughal then is possible via a perfunctory reading of secondary sources

HIST BC3825 RACE, CASTE, AND THE UNIVERSITY: B. R. AMBEDKAR AT COLUMBIA. 4.00 points.

B. R. Ambedkar is arguably one of Columbia University's most illustrious alumni, and a democratic thinker and constitutional lawyer who had enormous impact in shaping India, the world's largest democracy. As is well known, Ambedkar came to Columbia University in July 1913 to start a doctoral program in Political Science. He graduated in 1915 with a Masters degree, and got his doctorate from Columbia in 1927 after having studied with some of the great figures of interwar American thought including Edwin Seligman, James Shotwell, Harvey Robinson, and John Dewey. This course follows the model of the Columbia University and Slavery course and draws extensively on the relevant holdings and resources of Columbia's RBML, [Rare Books and Manuscript Library] Burke Library (Union Theological Seminar), and the Schomburg Center for Research in Black Culture among others to explore a set of relatively understudied links between Ambedkar, Columbia University, and the intellectual history of the interwar period. Themes include: the development of the disciplines at Columbia University and their relationship to new paradigms of social scientific study; the role of historical comparison between caste and race in producing new models of scholarship and political solidarity; links between figures such as Ambedkar, Lala Lajpat Rai, W. E. B. Du Bois and others who were shaped by the distinctive public and political culture of New York City, and more. This is a hybrid course which aims to create a finding aid for B. R. Ambedkar that traverses RBML private papers. Students will engage in a number of activities towards that purpose. They will attend multiple instructional sessions at the RBML to train students in using archives; they will make public presentations on their topics, which will be archived in video form; and students will produce digital essays on a variety of themes and topics related to the course. Students will work collaboratively in small groups and undertake focused archival research. This seminar inaugurates an on-going, multiyear effort to grapple with globalizing the reach and relevance of B. R. Ambedkar and to share our findings with the Columbia community and beyond. Working independently, students will define and pursue individual research projects. Working together, the class will create digital visualizations of these projects

HIST UN3836 Law and Society in Colonial India. 4.00 points.

This course explores the relationship between law and society in colonial India. It features cases relating to marriage and divorce, property and inheritance, sedition and criminal conspiracy woven through the lives of ordinary people in nineteenth and twentieth century India. Through a range of materials, we will explore how British colonial officials reformulated what "law" was and how it was to be interpreted. We will also explore how these interpretations were understood and challenged. We will encounter judges, lawyers, and notaries that mediated the relationship between law and society, courts, and litigants, while catching a fascinating glimpse of what arguments, evidence, and sentencing looked like in these courts. As we go through our readings and attend classes, we might ask: how does this perspective from India shape our understanding of the relationship between law and colonialism, and what are its contemporary implications?

Fall 2025: HIST UN3836

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3836	001/12908	T 10:10am - 12:00pm 301m Fayerweather	Kalyani Ramnath	4.00	12/13

AHIS GU4093 Sacred Space in South Asia. 3.00 points.

"Sacred" space in the Indian subcontinent was at the epicenter of human experience. This course presents Buddhist, Hindu, Islamic, and Jain spaces and the variety of ways in which people experienced them. Moving from the monumental stone pillars of the early centuries BCE to nineteenth century colonial India, we learn how the organization and imagery of these spaces supported devotional activity and piety. We discuss too how temples, monasteries, tombs, and shrines supported the pursuit of pleasure, amusement, sociability, and other worldly interests. We also explore the symbiotic relationship between Indic religions and kingship, and the complex ways in which politics and court culture shaped sacred environments. The course concludes with European representations of South Asia's religions and religious places

Fall 2025: AHIS GU4093

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4093	001/12354	T Th 10:10am - 11:25am 807 Schermerhorn Hall	Subhashini Kaligotla	3.00	22/60

CPLS GU4111 World Philology. 4 points.

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

Philology, broadly defined as the practice of making sense of texts, is a fundamental human activity that has been repeatedly institutionalized in widely separated places and times. In the wake of the formation of the modern academic disciplines in the nineteenth century and their global spread, it became difficult to understand the power and glory of older western philology, and its striking parallels with other pre- and early modern forms of scholarship around the globe. This class seeks to create a new comparative framework for understanding how earlier generations made sense of the texts that they valued, and how their practices provide still-vital models for us at a time of upheaval in the format and media of texts and in our scholarly approaches to them. Students will encounter key fields of philology—textual criticism, lexicography, grammar, and, above all, commentary—not in the abstract but as instantiated in relation to four foundational works—the Confucian Analects, the Rāmāyaṇa of Vālmīki, the Aeneid, and the Tale of Genji—and the scholarly traditions that grew up around them. We are never alone when we grapple with the basic question of how to read texts whose meaning is unclear to us. Over the course of the semester, this class will foster a global understanding of the deep roots and strange parallels linking contemporary reading and interpretation to the practices of the past.

RELI GU4228 South Asia and the Secular. 4 points.

This seminar explores different contestations and inflections of the secular in South Asia. We will begin by tracing a genealogy of the secular, which gave rise to a particular discursive grammar. Grounding ourselves in this formative space of the secular, we will study the constitutive nature of imperialism within the secular by examining the disciplining and conscripting role of Orientalism and the colonial state. Though noting these changes produced by colonial rule, this course also explores the arguments scholars of South Asia have made distinguishing between "secularisms" and the production of a tolerant and cosmopolitan South Asian orientation. In conjunction and against these possibilities, rather than consider the religious retrograde or communal, we will consider the continual striving toward political autonomy through disputation in the parameters of a given tradition—which resist incorporation into a broader pluralist or syncretic Indic model.

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.

RELI GU4317 Islam in Southeast Asia. 4.00 points.

Despite the fact that a fifth of the world's Muslim population lives in Southeast Asia, the region is often considered peripheral to or insignificant for the study of Islam more broadly. In this course, we will not only learn about Islamic thought and practice in the history and present of this important part of the Islamic world; we will also reflect on issues that, while grounded in the Southeast Asian context, illustrate a variety of key Islamic Studies issues. The first half of the course will provide a historical overview over the development of Islam in Southeast Asia while the second half will focus on contemporary issues. The Malay-Indonesian world, home to 90% of Southeast Asia's Muslims, will be our primary focus. Our approach will be interdisciplinary, incorporating anthropological, historical, and media studies approaches. Students in this class are expected to have some prior knowledge of Islam

RELI GU4318 INTERPRETING BUDDHIST YOGA. 4.00 points.

Students and scholars approaching a vast amount of primary and secondary literature, as well as accounts and anthropological and sociological studies of Buddhism as a lived religion, are faced with an array of stories, data, theories and practices, many of which appear to be inconsistent with others. We try to make sense of these by interpreting them. The art or science of interpretation – "hermeneutics" after Hermes – has a long history in Asia and in the West. Buddhism itself has a tradition of hermeneutics, as does each of the Western religious traditions and Western philosophy and law, starting with Plato and Aristotle, becoming "romantic" with Schleiermacher, and "modern" with Heidegger, Gadamer, and Ricoeur. Today's Western hermeneutics has become largely de-regionalized from specific subject areas, and has been extended to the interpretation of all human experience. After a grounding in traditional Buddhist and Western hermeneutic principles, we will focus on a number of aspects of Buddhism, including the central question of whether there is a "self" or not, and on esoteric Buddhist yoga, Tantra, central to several of the better-known forms of Buddhism today, including Tibetan Buddhism. Here we will witness the confluence and, sometimes, collision of traditional Buddhist and Tantric hermeneutics focusing in large part on "spiritual" concerns, and the Western tradition, with its emphasis on economics, power, and gender. In thinking about which interpretations are "right" – indeed, whether any interpretation can be "right," and, if so, "how much?" – we will consider the cultures in which these scriptures and practices originated, as well as ourselves and our own contemporary perspectives, insights, presuppositions and prejudices. A primary concern of hermeneutics is the interpretation of so-called "objective" physical and subjective mental realities. In thinking about the hermeneutics of outer and inner time and space, towards the end of the semester we will consider whether the "objective" and the "subjective" intersect, how much, and look at some descriptions of quantum mechanics and the role of observation of physical reality there, and analogize and contrast those to and with some Buddhist systems of philosophy and practice

HIST GU4394 Britain and the end of empire in Southeast Asia, 1941-68. 4.00 points.

This course examines the contraction of British imperial power in Southeast Asia from the opening of the Pacific War in 1941/42 to the decisions of the Labour Government in 1967/68 to withdraw from 'East of Suez'. As well as analysing the explanations offered for the retreat from formal colonial rule, the course explores how attempts were made to preserve influence and control the pace of change. The interactions between metropolitan weakness and local nationalisms will be emphasised, as will be the effects of the Cold War. Attention will also be paid to Anglo-American relations and the wars in Indochina

RELI GU4326 SUFISM IN SOUTH ASIA. 4.00 points.

Sufism or tassawuf has misleadingly been described as the mystical side of Islam, implying that it is somehow detached from the material world. Throughout the history of Islam, Sufi ideas, practices, and institutions have borne a complex, intimate, and sometimes fraught relationship with other aspects of Islamic tradition and practice, a relationship that has also been profoundly impacted by Orientalist scholarship in the colonial period and by global reformist currents in the postcolonial period. This seminar for advanced undergraduates and graduate students is an interdisciplinary investigation of how Sufism has been affected by the historical, sociocultural, political, and everyday environments in which it is experienced and practiced, with a particular focus on South Asia. Eclectic in approach, we will begin by considering how Sufism has been construed and even constructed by scholars, considering how modern notions of the self, religion, and the political have shaped scholarly understandings of what Sufism is. Focusing on bodily practices and well known individual Sufis who lived in South Asia during different historical periods, we will use them as a vehicle for understanding Sufi experience within the context of the evolving Sufi orders within specific local spaces. We will consider why Sufism has become such a target of controversy and ambivalence among Muslims in the modern world and trace some of the changing controversies and tensions that Sufis have struggled with over time, focusing on their understandings of self, society and reality

ASST GU4600 JUDAISM # CHRISTIANITY S.ASIA. 3.00 points.

An introduction to the indigenous traditions of Judaism and Christianity in the subcontinent, with attention to historical development, community diversity, cultural patterns, interactions with Hindus and Muslims, and contemporary controversies over caste and conversion. Concluding classes focus on South Asian Jews and Christians in the diaspora, particularly Israel and New York. An academic background in Judaism, or Christianity, or Hinduism / Indian history is highly recommended

MDES GU4601 Politics in India. 4 points.

This course will combine study of long-term historical sociology with more short term understanding of policies and their possible effects. Though its main purpose will be to provide students with an understanding of politics after independence, it will argue, methodologically, that this understanding should be based on a study of historical sociology – plotting long-term shifts in the structure of social power. The course will start with analyses of the structures of power and ideas about political legitimacy in pre-modern India, and the transformations brought by colonialism into that order. After a brief study of the nature of political order under the colonial state, the courses will focus primarily on the history of the democratic state after independence.

Spring 2025: MDES GU4601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4601	001/11361	Th 2:10pm - 4:00pm 606 Martin Luther King Building	Sudipta Kaviraj	4	14/25

MDES GU4606 Hindu Nationalism. 4.00 points.

Since the ascent of Narendra Modi as Prime Minister of India in 2014, Hindu nationalism has dominated headlines concerning India across the globe. However, the influence that Hindu nationalism has had in shaping beliefs about citizenship, belonging, religion, and the nation has a history that predates the Modi regime by around a hundred and fifty years. This class will examine the history of Hindu nationalism from the nineteenth to the twenty-first century by examining primary texts and academic analysis. This class will not only read the writings of key Hindu nationalist thinkers but will also examine how different media and technologies have affected how Hindu nationalists communicate with different publics. In particular, this class will examine topics such as space/ geography, caste and community, gender, technology and media, and diasporic Hindutva

MDES GU4634 Sound and Listening Cultures of the Indian Subcontinent. 4.00 points.

This course will explore major themes in the growing field of Sound Studies with a focus on the rich history of sound and varied cultures of sound and listening in the Indian subcontinent. The main questions that we will address include: how have political, commercial, and cultural movements shaped what the diverse populations of South Asia listen to and how they listen? How have different forms of media shaped/ informed listening experiences in South Asia? How do listening practices and cultures from the subcontinent differ from those in other regions? In this class we will listen to the human voice, rumor/gossip, gramophone, loud speakers, radio, film, and mp3. We will discuss the role political speeches, film songs, and devotional songs in shaping South Asian politics and culture in the twentieth-century as the subcontinent transitioned from colonial rule to nation-states. Drawing on the interdisciplinary nature of Sound Studies, we will read works from across the disciplines—anthropology, ethnomusicology, Religious Studies, Media Studies, and history. Organized thematically, this course will focus on the twentieth century, but the readings will address earlier time periods. This is an upper-level undergraduate and graduate (MA) seminar. Students are expected to have some background in South Asian studies/history or media/sounds studies. The class will meet once a week for discussion of readings. In addition to readings there will be a several required film screenings or listening activities

MDES GU4637 Cinema and Colonialism in South Asia. 4 points.

What is the relation between cinema and colonialism? This seminar approaches cinema as a dynamic historical agent that aided, negotiated, refracted, and contested the mechanisms and meanings of colonialism in South Asia. We will study cinema as technology, as industry, and as cultural form, paying attention to questions of film finance, on-screen representation, production infrastructures, circuits of distribution, and sites of exhibition. We will watch films made by British ethnographers, Indian expats, Hollywood orientalist, and South Asian nationalists to study how film served as a key weapon of imperial propaganda as well as anticolonial resistance. From orientalist films that constructed the colony as exotic and dangerous, to the spatial uses of Indian films to reinforce race inequalities in the diaspora (eg. East Africa), cinema is deeply imbricated with colonial strategies of racial, gendered, and caste-based othering. This is a history of cinema as a history of empire; where cinema is not just a text to be read but a cultural, industrial, and social network of power relations.

Spring 2025: MDES GU4637

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4637	001/11405	W 4:10pm - 6:00pm 207 Knox Hall	Debashree Mukherjee	4	19/20

MDES GU4652 MUGHAL INDIA. 4.00 points.

The Mughal period was one of the most dynamic eras in world history, when India was the meeting place of many cultures. Of Timurid ancestry, the earliest Mughal rulers drew upon the heritage of Central Asia in their ruling styles and cultural practices, but they would soon adapt to the complexities of their Indian milieu, which had longstanding traditions that were a blend of Sanskrit and Persian, Hindu and Muslim idioms. European culture, whether filtered through Jesuit sermons, itinerant merchants, or Flemish engravings, was also making inroads into India during this period. This course is a broad cultural history of Mughal India as seen from a range of perspectives and sources. We consider the Mughals' major achievements in visual culture as manifested in painting and architecture, as well as exploring diverse topics in religion, literature, politics, and historiography. Yet another approach is to listen to the voices of the Mughal rulers as recorded in their memoirs, as well as investigating the signal contributions of the dynasty's women.

MDES GU4653 A History of Modern Pakistan. 4 points.

The course will examine the six "eras" that help define Pakistan's history, and will highlight political, economic and institutional developments. The completion of this course should prepare students for further and more advanced work on South Asia.

MDES GU4654 Gender, Power and Culture in Early Modern India. 4 points.

Explores gender, culture, power in India, c. 1500-1800 by reading theoretical works on gender and sexuality, historical scholarship relevant to early modern India, and a variety of primary sources. Topics include morality, mysticism, devotion, desire, kingship, heroism, homosocial relations, and homoerotic practices. The focus is largely on Persianate contexts, in conversation with broader South Asian and Islamic studies. This discussion seminar is designed for graduate and advanced undergraduate students, with some previous background in South Asian, Islamic, or gender studies.

MDES GU4655 India after 1947: Democracy and Majoritarianism. 4.00 points.

This course will explore recent histories of post-independence India, focusing on the first three decades of independence (1947-1977) following the end of British colonial rule. Until rather recently, most histories of South Asia concluded with independence, casting, perhaps unconsciously, the end of British rule as the end of history in the region. However, in recent years, we have witnessed a boom of historical writing on post-independence India. In this class, we will analyze this emerging scholarship and focus on the themes of democracy and majoritarianism. We will read about the establishment of universal franchise in 1950s India, the writing and implementation of the constitution, and the country's experiments with various economic plans. At the same time, we will study the Indian state's often violent integration of regions originally outside Britain's direct domain, including the princely states of Kashmir and Hyderabad, and the development of what scholars have described as new forms of colonialism in the region after 1947. Likewise, we will study the growth of majoritarian ideologies and the continued struggle against caste oppression, all while considering India's place in the larger Cold War. Throughout the class, we will remain attendant to aesthetic developments in media and literature during this period. While the course focuses on India—or more specifically on various communities' interactions with the Indian state—we will also study developments in Pakistan (and Bangladesh after 1971) and other neighboring states, recognizing that their shared histories did not end with Partition.

MDES GU4825 Indo-Islamic Culture in Literature. 4.00 points.

This course will focus on the Indo-Islamic literary traditions in South Asia, and particularly in what is now India and Pakistan, focusing on Urdu literature from the nineteenth and twentieth centuries. The course will emphasize the rhetorical and performative history of poetic forms in the subcontinent (including the forms of the Ghazal and Nauha, among others) and will consider how classical poetic tropes continue to inform contemporary mass culture in India and Pakistan—particularly in the song lyrics of Hindi/Bollywood cinema. The course will also consider more contemporary prose genres of Urdu-language writing (in English translation), including the literature of the Partition and the works of contemporary authors such as Naiyer Masud and Saima Iram. Through a comparative study of texts in different genres and at different moments in history, students will consider questions such as: What aspects of contemporary literary culture in India and Pakistan can be traced to early establishment of Islamic culture in the region? How have the poetic conventions of Indo-Islamic poetry continued to resonate? How did the interaction of Hindu and Muslim literary, musical, visual, and religious cultures in the Mughal era help to generate the rich profusion of literature and music and cultural tolerance in this period? Most of our readings in this course will Urdu literature in English translation. We will also, however, read some secondary sources in order to help us better understand the primary sources

Fall 2025: MDES GU4825

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4825	001/10154	Th 10:10am - 12:00pm 1102 International Affairs Bldg	Timsal Masud	4.00	8/20

MDES GU4840 Gender and Religion in Post-Colonial South Asia (1947-2020). 4.00 points.

This course will examine various roles that a religion can play in shaping its believers' socio-cultural and political identities on the basis of their natural/social differences i.e. sex and gender. An attempt will be made to search for historical explanations of gendered identities and social anxieties in the context of various religious beliefs of communities living in the South Asian region. Following a series of historical events combined with theoretical approaches which had emerged after the departure of the colonial rulers, this course will explore the following themes; (a) role of religion in construction of post colonial state and question of gender; (b) formation of state policies and challenges of existing realities; (c) representation or absence of women in post colonial political institutions. The central argument of the course is that, for historical understanding of a set of beliefs and practices regarding gender relations and women's status in any religious group, one needs to examine the historical context and socio-economic basis of that particular religion. By using the notion of gender, class and historical feminist discourses as tools of analysis, this course intends to understand and explain existing perceptions, misperceptions, myths and realities regarding gender relations and South Asian women's situations in the colonial past which has shaped their post colonial present. It is crucial to understand Intersectionality of institutions of authority such as, patriarchal state and controlling religious beliefs that have shaped and continue to reshape "womanhood" in South Asia. In this context, it is necessary to examine how women have challenged, questioned and resisted their subservient status through confrontation, reinterpretation and negotiation in the world of academia and media. This course revolves around a few major questions; How have the texts and re-interpretations constructed Hindu, Muslim and Buddhist femininity and masculinity? How have post colonial states and communities applied religious texts to control women's body and sexuality? How have the institutions of authority kept alive customs and traditions of veiling, segregation, family honor, sexual "purity" etc.? How have the colonial and post colonial politics affected women's mobility and space in public and private? How can historical re-reading of the religious texts challenge the role of patriarchy and misogyny in the South Asian politics, culture and education? It is expected that this course will enable students to (a) understand the main assumptions of gender and feminist theories and their importance in the study of history of religion; (b) acquire knowledge of the historical contexts, textual teachings and actual practices related to gender and women's lives in South Asia; (c) analyze existing situations and current practices regarding gender issues in these regions; and (d) compare various scholarly inquiries, feminist discourses and conforming/confronting voices of South Asian women emerging in the regional and global contexts

RELI GR9330 THEOR-TRANSMISSN/COMMUN FORMN. 4.00 points.

Intended as the foundation course for graduate students in Religion who are focusing on the Transmission zone of inquiry. Graduate students in the other departments are also welcome.

Prerequisites: the instructor's permission.

This is a course designed for first- and second-year graduate students who are interested in the issue of community formation, lineage, genealogy, transmission, and translation, whether textual or cultural. Course texts will be a combination of theoretical interventions and case studies drawn from major religious traditions. The learning goals of the course are the following: (1) to introduce seminal interpretive and/or methodological issues in the contemporary study of transmission; (2) to read several theoretical "classics" in the field, to provide a foundation for further reading; (3) to sample, where possible, new writing in the field; and (4) to encourage students to think of ways in which the several issues and authors surveyed might provide models for their own ongoing research work

Middle Eastern

HIST UN1002 Ancient History of the Middle East. 4.00 points.

The purpose of this course is to introduce you to the ancient histories of the region in western Asia that is today called the Middle East.

There we find the earliest cultures in world history documented with an abundance of sources, including numerous written texts, which allows us to study the first attestations of many elements of life we take for granted, such as writing, cities, laws, empires, and much more. The course aims to provide you with a knowledge of the most important empirical data about these histories and to confront you the impact some of the developments made on human life as well as the difficulties we confront trying to study them

MDES UN1003 Premodern Islamic Worlds. 4.00 points.

This course introduces the Islamic world from the lifetime of the Prophet Muhammad (d. 632) to 1500 CE. The Islamic world stretches across a remarkable geographical expanse from modern Spain and Senegal in the west to the north of modern India in the east. Telling one cohesive story out of many histories is therefore challenging, even if we had a full lifetime to devote to it. We cannot include everything and, as with every complicated story worth knowing, what we choose to exclude is important. This semester, we bypass some of the traditional narratives of political and military history, which privilege the rise and fall of dynasties, the rule of great men, and the clashes of armies. We will still organize along political lines, but the focus of our conversations will be the incredible diversity of the various communities in the Islamic world. We approach these histories through primary sources— poems, coins, buildings, etc.—that we will read together in every class meeting. Our goal will be to situate each source in the political, cultural, and religious contexts of its production. This approach will allow us to appreciate premodern Islamic worlds through the centuries. Through the assignments and conversations in class and section, students will Explore the diversity of premodern Islam; Analyze primary sources produced in the Islamic world before 1500, both individually and as a class; Engage with modern scholarship about Islam in India and Central Asia; the Middle East; North, West, and East Africa; and Southern Europe; Construct a source-based argument about the Islamic world before 1500

Fall 2025: MDES UN1003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1003	001/10136	M W 10:10am - 11:25am Cin Alfred Lerner Hall	Sarah bin Tyeer	4.00	68/90

MDES UN1004 Premodern Islamic Worlds-Discussion Section. 0.00 points.

Discussion section to accompany the course, MDES UN1003

Premodern Islamic Worlds

Fall 2025: MDES UN1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1004	001/14279	T 10:10am - 11:00am 522b Kent Hall	Sarah bin Tyeer, Chandana Krishnegowda	0.00	15/15
MDES 1004	002/14276	T 11:10am - 12:00pm 522b Kent Hall	Sarah bin Tyeer, Chandana Krishnegowda	0.00	8/15
MDES 1004	003/14277	Th 2:10pm - 3:00pm 302 Alfred Lerner Hall	Sarah bin Tyeer, Amir Mohammad Izadpanahi	0.00	16/15
MDES 1004	004/14278	Th 3:10pm - 4:00pm 302 Alfred Lerner Hall	Amir Mohammad Izadpanahi, Sarah bin Tyeer	0.00	11/15
MDES 1004	005/19968	F 10:10am - 11:00am 201b Philosophy Hall	Laura Sani, Sarah bin Tyeer	0.00	15/15
MDES 1004	006/19973	F 11:10am - 12:00pm 201b Philosophy Hall	Laura Sani, Sarah bin Tyeer	0.00	1/15

MDES UN1030 "Game of Thrones": On Epics and Empires. 4.00 points.

This undergraduate course offered in the context of the Global Core component of the Core Curriculum is an examination of the globally popular HBO series "Game of Thrones" as a prototype for a comparative understanding of the larger question of epics and empires. In this course we expand the domains of our interests and inquiries far wider and divide our syllabus into four parts: (1) Westeros: The Mythic Empire; (2) Persia: The First Empire, (3) America: The Last Empire; and (4) On Epics and Empires. Our objective will be to examine the main themes and overall arch of "Game of Thrones" into wider mythic, heroic, and transhistorical dimensions of our contemporary history

Fall 2025: MDES UN1030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1030	001/10137	T Th 10:10am - 11:25am Cin Alfred Lerner Hall	Hamid Dabashi	4.00	237/240

MDES UN1031 Game of Thrones Discussion Section. 0.00 points.

Discussion section to accompany the course, "Game of Thrones": On Epics and Empires

Fall 2025: MDES UN1031

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 1031	001/14282	T 5:10pm - 6:00pm 327 Uris Hall	Yuanlong He	0.00	15/15
MDES 1031	002/14283	T 6:10pm - 7:00pm 114 Knox Hall	Yuanlong He	0.00	15/15
MDES 1031	003/14284	W 5:10pm - 6:00pm 327 Uris Hall	Aliou Jabari Gambrel	0.00	15/15
MDES 1031	004/14286	W 6:10pm - 7:00pm 114 Knox Hall	Aliou Jabari Gambrel	0.00	15/15
MDES 1031	005/14313	W 10:10am - 11:00am 318 Hamilton Hall	Noga Fainguelernt	0.00	15/15
MDES 1031	006/14314	W 11:10am - 12:00pm 603 Hamilton Hall	Noga Fainguelernt	0.00	15/15
MDES 1031	007/14315	F 10:10am - 11:00am 511 Kent Hall	Omar Ibrahim Gebriel	0.00	15/15
MDES 1031	008/14316	F 11:10am - 12:00pm 511 Kent Hall	Omar Ibrahim Gebriel	0.00	11/15
MDES 1031	009/14762	Th 12:10pm - 1:00pm 522b Kent Hall	Yudan Zhu	0.00	15/15
MDES 1031	010/14763	Th 1:10pm - 2:00pm 114 Knox Hall	Mahmood Almahmood	0.00	12/15
MDES 1031	011/14764	Th 2:10pm - 3:00pm 212d Lewisohn Hall	Mahmood Almahmood	0.00	15/15
MDES 1031	012/14765	Th 3:10pm - 4:00pm 616 Martin Luther King Building	Yudan Zhu	0.00	14/15
MDES 1031	013/20175	M 12:10pm - 1:00pm 212d Lewisohn Hall	Brandon Waldau	0.00	17/15
MDES 1031	014/20176	M 1:10pm - 2:00pm 212d Lewisohn Hall	Brandon Waldau	0.00	17/15
MDES 1031	015/20410	T 1:10pm - 2:00pm 568 Alfred Lerner Hall	Joel Van De Sande	0.00	15/15
MDES 1031	016/20411	T 2:10pm - 3:00pm 568 Alfred Lerner Hall	Joel Van De Sande	0.00	2/15

AHUM UN1399 COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA. 4.00 points.

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

This seminar is an exploration of some "great books" from the Middle East and South Asia. We will read books, plays, stories, and poems in English translation that were originally written in Arabic, Persian, Bangla, Sanskrit. From the Thousand and One Nights to an Arabic epic about a warrior princess to the Bhagavad Gita, we will examine themes of storytelling, gender, politics, and the nature of divinity. With the exception of one Sudanese novel, we will be focusing on texts from the premodern period, and our focus will be on how to interpret texts, develop arguments about those texts, and learning about cultures of reading and writing in the past

Spring 2025: AHUM UN1399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1399	001/00249	T 9:00am - 10:50am 404 Milstein Center	Nathanael Shelley	4.00	18/20
AHUM 1399	002/00246	Th 4:10pm - 6:00pm 207 Milbank Hall	Rohini Shukla	4.00	25/30
AHUM 1399	003/11369	T 4:10pm - 6:00pm 103 Knox Hall	Wael Hallaq	4.00	23/22
AHUM 1399	004/15293	M 10:10am - 12:00pm 301 Hamilton Hall	Sarah bin Tyer	4.00	19/22

Fall 2025: AHUM UN1399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1399	001/00400	T 10:10am - 12:00pm 214 Milbank Hall	Nathanael Shelley	4.00	17/20
AHUM 1399	002/10599	M 2:10pm - 4:00pm 309 Hamilton Hall	Elaine van Dalen	4.00	19/20

MDES UN2000 ETHNICITY, RACE, IDENTITY IN THE PRE-MODERN MIDDLE EAST. 4.00 points.

This seminar investigates the concepts of ethnicity, race, and identity, in both theory and practice, through a comparative survey of several case studies from the Pre-Modern history of the Middle East. The course focuses on symbols of identity and difference, interpreting them through a variety of analytical tools, and evaluating the utility of each as part of an ongoing exploration of the subject. The survey considers theories of ethnicity and race, as well as their critics, and includes cases from the Ancient World (c. 1000 BCE) through the Old Regime (c. 1800 CE). Students in this course will gain a familiarity with major theories of social difference and alterity, and utilize them to interpret and analyze controversial debates about social politics and identity from the history of the Middle East, including ancient ethnicity, historical racism, Arab identity, pluralism in the Islamic Empire, and slavery, among others. In addition, students will spend much of the semester developing a specialized case study of their own on a historical community of interest. All of the case studies will be presented in a showcase at the end of the semester. All assigned readings for the course will be in English. Primary sources will be provided in translation. The course meets once a week and sessions are two hours long

Spring 2025: MDES UN2000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2000	001/00250	T 4:10pm - 6:00pm 501 Diana Center	Nathanael Shelley	4.00	10/20

ASCM UN2003 INTRO TO ISLAMIC CIVILIZATION. 4.00 points.

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

Lecture and recitation. Islamic civilization and its characteristic intellectual, political, social, and cultural traditions up through 1800. Note: Students must register for a discussion section, ASCM UN2113

HIST UN2004 The Mediterranean World After Alexander the Great. 4 points.

The conquests of Alexander the Great spread Greek Civilization all around the eastern Mediterranean and Middle East. This course will examine the Hellenised (greek-based) urban society of the empires of the Hellenistic era (ca. 330-30BCE).

MDES UN2006 What is Islam?. 4.00 points.

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

One in four people in the world is a Muslim. Yet, here in the Western hemisphere, we mostly know next to nothing about Islam and its followers. Whatever is spread around as knowledge of this culture and religion is the work of a media that is highly politicized and biased, often perpetuating negative and even racist images of Muslims and their ways of life. This picture becomes even more complicated and complex in academia, in the West in particular but in Islamic countries as well. The story of "What is Islam?" begins in the 19th century, when the bulk of the Muslim world fell under European control, be it direct colonialism or (remote-control) coloniality. Almost everywhere, so-called reform was undertaken, with the view of modernizing institutions and subjectivities along Western lines. With secularization and unprecedented forms of politics and political organization, Islamic cultures all over the world began to undergo epistemic transformations, leading to a wholesale revaluation of the Islamic traditions themselves, and their meaning in late modernity. Various groups would attempt to redefine Islam in fundamentalist terms – in unconscious emulation of American Fundamentalist movements – while others took it in different directions, not excluding Marxism, socialism, and nationalism. But the hegemonic and almost "natural" force driving the Islamic world over the last half century has been liberalism, a powerful way of seeing and evaluating the world that deeply affected even the Islamist movements. Islam for modern Muslims has become many disparate things, often if not always incompatible with each other

MDES UN2007 What is Islam? Discussion Section. 0.00 points.

Discussion section to accompany the course, MDES UN2006 What is Islam?

ASCM UN2008 CONTEMP ISLAMIC CIVILIZATION. 4.00 points.

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

Lecture and recitation. No previous study of Islam is required. The early modern, colonial, and post-colonial Islamic world studied through historical case studies, translated texts, and recent anthropological research. Topics include Sufism and society, political ideologies, colonialism, religious transformations, poetry, literature, gender, and sexuality

ASCM UN2118 CONTEMP ISLAMIC CIVILIZATION-DISC. 0.00 points.

Required discussion section for ASCM UN2008: Contemporary Islamic Civilization

RELI UN2301 ISLAM-DISCUSSION. 0.00 points.

Fall 2025: RELI UN2301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2301	001/16997	Th 9:00am - 9:50am 201 80 Claremont	Jessica Spencer	0.00	10/20
RELI 2301	002/16998	Th 1:00pm - 1:50pm C01 Knox Hall	Jessica Spencer	0.00	12/20

RELI UN2305 ISLAM. 4.00 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 2025: RELI UN2305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2305	001/11093	M W 4:10pm - 5:25pm 307 Uris Hall	Aziza Shanazarova	4.00	26/40

RELI UN2306 INTRO TO JUDAISM. 4.00 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

Fall 2025: RELI UN2306

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2306	001/00013	T Th 10:10am - 11:25am 418 Barnard Hall	Beth Berkowitz	4.00	60/60

MDES UN2399 ANCIENT NEAR EASTERN LITERATURE. 4.00 points.

This colloquium is a course on many influential texts of literature from Ancient Near Eastern cultures, including Sumerian, Egyptian, Babylonian, Assyrian, Hittite, Canaanite, and others. The emphasis is on investigating the literary traditions of each culture – the subject matter, form, methods, and symbolism – that distinguish them from one another and from later traditions of the Middle East. The course is not a "civilization" course, nor is it a history class, although elements of culture and history will be mentioned as necessary. The course is intended to provide a facility with, and an awareness of, the content and context of ancient works of literature in translation from the Ancient Middle East. Students in this course will gain a familiarity with the major cultures of the Ancient Middle East, the best known and most remarked upon stories, and the legacy of those works on some later traditions. The course is organized thematically in order to facilitate comparison to the materials in similar courses at Barnard and Columbia. The approach will be immediately familiar to students who have previously taken Asian Humanities (AMEC) or Literature-Humanities (Core), but the course does not require any previous experience with literature or the Ancient Near East and is open to everyone. All assigned readings for the course will be in English. The course meets once a week and sessions are two hours long

MDES UN2650 GANDHI # HIS INTERLOCUTORS. 4.00 points.

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

Gandhi is in two senses an extraordinary figure: he was the most important leader of anti-imperialist movements in the twentieth century; yet, his ideas about modernity, the state, the industrial economy, technology, humanity's place in nature, the presence of God - were all highly idiosyncratic, sometimes at odds with the main trends of modern civilization. How did a man with such views come to have such an immense effect on history? In some ways, Gandhi is an excellent entry into the complex history of modern India - its contradictions, achievements, failures, possibilities. This course will be primarily a course on social theory, focusing on texts and discursive exchanges between various perceptions of modernity in India. It will have two parts: the first part will be based on reading Gandhi's own writings; the second, on the writings of his main interlocutors. It is hoped that through these exchanges students will get a vivid picture of the intellectual ferment in modern India, and the main lines of social and political thought that define its intellectual culture. The study in this course can be followed up by taking related courses in Indian political thought, or Indian politics or modern history. This course may not be taken as Pass/D/Fail

Spring 2025: MDES UN2650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 2650	001/11696	T Th 1:10pm - 2:25pm 326 Uris Hall	Sourav Chatterjee	4.00	61/60

HIST UN2611 JEWS # JUDAISM IN ANTIQUITY. 4.00 points.*Field(s): ANC***HIST UN2701 THE OTTOMAN EMPIRE. 4.00 points.**

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

This course will cover the seven-century long history of the Ottoman Empire, which spanned Europe, Asia, and Africa as well as the medieval, early modern, and modern period. The many levels of continuity and change will be the focus, as will issues of identities and mentalities, confessional diversity, cultural and linguistic pluralism, and imperial governance and political belonging of the empire within larger regional and global perspectives over the centuries. The course also seeks to cultivate appreciation of the human experience through the multifarious experiences culled from the Ottoman past

HIST UN2717 The Ottoman Empire and the West in the 19th Century. 4.00 points.

"The Ottoman Empire and the West" is a course designed to familiarize undergraduate students with the major developments concerning the Ottoman Empire's relations with the West throughout the 'long' nineteenth century, roughly from the end of the eighteenth century to the outbreak of World War I. The course will adopt a predominantly chronological structure but will address a wide range of themes, from politics and ideology to economics and diplomacy, and from religion and culture to gender and orientalism

Spring 2025: HIST UN2717

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2717	001/17264	T Th 10:10am - 11:25am 227 Seeley W. Mudd Building	Edhem Eldem	4.00	13/35
HIST 2717	AU1/20319	T Th 10:10am - 11:25am Othr Other	Edhem Eldem	4.00	7/9

HIST UN2719 HISTORY OF THE MOD MIDDLE EAST. 4.00 points.

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

MDES UN3000 THEORY AND CULTURE. 4.00 points.

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

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

ANTH UN3007 ARCHAEOLOGY BEFORE THE BIBLE. 3.00 points.

Please note that this is not a class on "biblical archaeology". It is a course about the politics of archaeology in the context of Israel/Palestine, and the wider southwest Asia region. This course provides a critical overview of prehistoric archaeology in southwest Asia (or the Levant - the geographical area from Lebanon in the north to the Sinai in the south, and from the middle Euphrates in Syria to southern Jordan). It has been designed to appeal to anthropologists, historians, and students interested in the Ancient Mediterranean and Middle Eastern Studies. The course is divided into two parts. First, a social and political history of archaeology, emphasizing how the nature of current theoretical and practical knowledge has been shaped and defined by previous research traditions and, second, how the current political situation in the region impinges upon archaeological practice. Themes include: the dominance of "biblical archaeology" and the implications for Palestinian archaeology, Islamic archaeology, the impact of European contact from the Crusades onwards, and the development of prehistory

MDES UN3042 PALESTINIAN-ISRAELI POLIT/SOC. 4.00 points.

The History of the Jewish Enlightenment (Haskala) in 19th century Europe and the development of Zionism through the current peace process between the state of Israel and the Arab states and the Palestinian national movement. Provides a historical overview of the Zionist-Palestinian conflict to familiarize undergraduates with the background of the current situation. No P/D/F or R credit is allowed for this class

Spring 2025: MDES UN3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3042	001/11302	T Th 2:40pm - 3:55pm 330 Uris Hall	Joseph Massad	4.00	30/60

MDES UN3043 PALESTINIAN-ISRAELI POL/SOC DS. 0.00 points.

Required discussion section for MDES UN3042: Palestinian and Israeli Politics and Society

Spring 2025: MDES UN3043

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3043	001/15439	W 10:10am - 11:00am C01 80 Claremont	Hazem Fahmy	0.00	6/15
MDES 3043	002/15451	W 11:10am - 12:00pm C01 80 Claremont	Hazem Fahmy	0.00	5/15
MDES 3043	003/15459	W 5:10pm - 6:00pm 114 Knox Hall	Lama Suleiman	0.00	13/15
MDES 3043	004/15466	W 6:10pm - 7:00pm 103 Knox Hall	Lama Suleiman	0.00	6/15

MDES UN3046 The Intersectional Politics of Religion. 3 points.

The Islamic veil controversy in France, the Rohingya crisis in Myanmar, the Kashmir lockdown, the lynching of Dalits in India – all seem to be connected through the ideas of ‘religion’, and certain religious identities as the basis for violence. What is the understanding of the religious that seems to be the operative factor in these events? Is it a singular concept of religion or are there different connotations of this category? For instance, how do we understand religion when it bifurcates the women’s movement between Western ‘secular’ women and non-Western ‘Muslim’ women? Is it the same concept when we identify ‘religion’ as the basis for the harmonious coexistence of Hindus and Muslims among certain non-elite communities in India? In this course, we ask if it even possible to understand, ‘religious’ events in the modern political world, *without* asking what other categories implicitly inform our notion of the religious – such as, gender, caste, culture, race and historiography. We move beyond the strict dichotomy, of religion and secularism, as something given and unproblematic. Drawing from examples and events in modern South Asia as well as other postcolonial contexts, we attempt to respond to the concepts, contradictions, and dilemmas that accompany the question of when and how the religious becomes the political in the modern world.

Our weekly sessions will be devoted to reading texts from various disciplines and analyzing how the main argument is formulated and how that relates to a critique of the concept of religion in modern South Asia. Some weeks the scholarly texts will be supplemented by primary texts/case studies that will serve as direct demonstration of the problems that will be explored in the course. The engagement with sources from various disciplines will expose us to interdisciplinary content as well as diverse methods of critical analysis and argumentation. It will also help acquire the practice of identifying the central argument of the text, understand how the broad argument is actually formulated through smaller steps, and achieve the analytic skill to critically locate that single argument within a larger body of scholarship.

HIST UN3061 ISLAM AND EUROPE IN THE MIDDLE AGES. 4 points.

This course explores the encounter between Europe, broadly conceived, and the Islamic world in the period from the seventh to the thirteenth centuries. While the Latin Christian military expeditions that began in the late eleventh century known as the Crusades are part of this story, they are not the focus. The course stresses instead the range of diplomatic, commercial, intellectual, artistic, religious, and military interactions established well before the Crusades across a wide geographical expanse, with focal points in Iberia and Southern Italy. Substantial readings in primary sources in translation are supplemented with recent scholarship. [Students will be assigned on average 150-200 pages of reading per week, depending on the difficulty of the primary sources; we will read primary sources every week.]

EDUC BC3070 Growing Up Palestinian. 4.00 points.

This course explores broad questions about how sociopolitical contexts shape the development of children and youth, by focusing on the experiences of young Palestinians growing up across multiple geographies. We will read a variety of texts—primarily those narrated by Palestinians—including, memoir, film, and social science research to address the following questions: How do the various social, cultural, political, and legal contexts in which Palestinians grow up affect the experiences of growing up Palestinian? How (and why) do young people forge a sense of national identity across diverse territories, both within and outside of the borders of their historic homeland? How do socio-political contexts shape young people’s rights, including the right to education? How do children and youth shape their environments? How does a close examination of the Palestinian case challenge normative ideas about childhood and youth, while also supporting us to articulate universal conditions that would support the well-being of all young humans?

Spring 2025: EDUC BC3070

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3070	001/00793	W 2:10pm - 4:00pm LI001 Milstein Center	Thea Abu El-Haj	4.00	22/22

RELI UN3027 Muslims of New York. 3.00 points.

Looking at both historical and lived realities of Muslims in NYC, moving from the African Burial Ground in lower Manhattan to Harlem as Mecca. The course would engage both with cultural production, such as music, plays, and street art, and living communities around the Barnard campus

Fall 2025: RELI UN3027

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3027	001/00772	M W 10:10am - 11:25am 302 Milbank Hall	Hussein Rashid	3.00	25/30

CLME UN3221 ARABIC LITERATURE AS WORLD LITERATURE. 4.00 points.

This seminar focuses on Arabic literature in the world, as World Literature. The focus will be on pre-modern and modern Arabic literary works that traveled and circulated and were adapted to and acquired individual meanings in different cultures. We will look at literary works that achieved ‘worldliness’ through either writing back to the center or through international literary prizes. We will consider how literary works travel and circulate through their fusion with regional concepts, or even take on new meanings at different times and places. Admittedly, also, we will look into the strengths, weaknesses, and criticism surrounding World Literature

MDES UN3251 The Ancient Sciences in Medieval Islamic World. 3 points.

"#Ulūm al-awā'il", or the "Science of the Ancients" was one of the many names given to the body of knowledge that the Islamic civilization inherited from the Ancient Greek nature-knowledge system. By the end of the 10th century CE the Islamic civilization had appropriated many branches of the Greek knowledge, including cosmological philosophy, mathematics, astronomy, alchemy, music, and medicine among other disciplines. While some of these disciplines, such as cosmological philosophy, were heavily opposed by proponents of traditional sciences (Qur'anic exegesis, Hadith scholarship, Arabic grammar, etc.), many of them became legitimate fields of knowledge for Muslim intellectuals and scholars for many centuries until the dawn of modern science. With the advent of modern science, some of these disciplines, such as mathematics and astronomy, were absorbed in the new scientific paradigm as "exact sciences"; many others were relegated to the domain of "occult sciences". This course aims at surveying the "Ancient sciences" in medieval Islam by studying several of these disciplines, both "exact" and "occult".

MDES UN3254 Colonial Fascism # Revolutionary Violence in the Mediterranean. 3.00 points.

In this course, we will approach Fanon's question through our understanding of violence as it was invented and deployed from the heart of empire into the colonies. What is fascism and how was it linked to colonialism, if at all? In what ways were they dependent on each other to conceive a certain world order, particularly between World War I and II? In other words, how did fascist visions and colonial practices from the imperial core import repressive structures of violence into the colonies, and then export those methods of control back into the metropole as a perpetual renewable source of power? This course examines the Mediterranean as a site of violence and a theater of "fire and blood," in which the inextricable and dialogical bond between colonialism and fascism are tied through mythologies, discourses, institutions, and of course, revolution. In so doing, we interrogate Tunisian writer Albert Memmi's critical intervention of "colonial fascism" that shapes the confrontations between metropole and colony as an intricate network shaping the contours of the Mediterranean and renewing itself through violence. It also focuses on the rhetoric undergirding colonial and fascist discourses, and the counterinsurgent and resistance strategies that, in turn, challenge these hegemonies. By situating this particular Mediterranean narrative within the broader colonial discourse, the course encourages critical reflection on the enduring legacies of imperial power that informs the region's historical trajectories

Fall 2025: MDES UN3254

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3254	001/13912	Th 2:10pm - 4:00pm 601b Fairchild Life Sciences Bldg	Maryam Siddiqui	3.00	6/15

MDES UN3260 RETHINKING MIDDLE EAST POLITICS. 4.00 points.

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

This course examines a set of questions that have shaped the study of the politics of the modern Middle East. It looks at the main ways those questions have been answered, exploring debates both in Western academic scholarship and among scholars and intellectuals in the region itself. For each question, the course offers new ways of thinking about the issue or ways of framing it in different terms. The topics covered in the course include: the kinds of modern state that emerged in the Middle East and the ways its forms of power and authority were shaped; the birth of economic development as a way of describing the function and measuring the success of the state, and the changing metrics of this success; the influence of oil on the politics of the region; the nature and role of Islamic political movements; the transformation of the countryside and the city and the role of rural populations and of urban protest in modern politics; and the politics of armed force and political violence in the region, and the ways in which this has been understood. The focus of the course will be on the politics of the twentieth century, but many topics will be traced back into developments that occurred in earlier periods, and several will be explored up to the present. The course is divided into four parts, each ending with a paper or exam in which participants are asked to analyze the material covered. Each part of the course has a geographical focus on a country or group of countries and a thematic focus on a particular set of questions of historical and political analysis

Spring 2025: MDES UN3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3260	001/11293	M W 10:10am - 11:25am Cin Alfred Lerner Hall	Timothy Mitchell	4.00	110/120

CLME UN3266 Decolonizing the Arabian Nights. 4.00 points.

In a unique revival of interest, the Arabian Nights has made its way to the academy as the handiest and most approachable cultural commodity. Courses are given on its history, translation, media reproduction, Walt Disney's appropriation, and, occasionally, narratology. By the end of the 19th century, it was available in translation or abridgement in every written language. This course resituates its advent and vogue in specific cultural contexts that closely relate to the rise of the bourgeoisie and the colonial enterprise. It also explores popular and intellectual or critical responses in terms of the rise of literary theory and modes of literary production. Its massive presence gives way in time to pantomime, parody, and pastiche, before engaging again the attention of prominent writers and theorists of 'prose poetics' and the fantastic. Its referential popular presence undergoes fluctuations to fit media stereotypes and hegemonic regimes of thought. This course attempts to dislodge originals from adaptations, highlight the nature of entry in terms of a commoditizing enterprise that reproduces the Arabian Nights as a 'western text', a point that in turn incites a counter search for manuscripts, and 'authentication' processes. Originals and translations will be compared and cinematic or theater productions will be studied, along with paintings, covers, and tourist guides that present the Nights as a commodity in a post-industrial society

SOCI UN3286 Immigration and Ethnicity in Israel / Palestine. 4.00 points.

This seminar will focus on migration patterns, both voluntary and forced, of Jews and Palestinians to and from Israel/Palestine from the late 19th century until the present. These migration patterns of different national and ethnic groups have been informing the social, political and economic dynamics in the State of Israel, as well as the protracted Israeli-Palestinian conflict. We first discuss Jewish immigration in the pre-state period (before 1948), Palestinian forced migration in the 1948 and 1967 wars, Jewish immigration to Israel until the 1967 war, and migration of Jews and non-Jews (including labor migrants and refugees) during the post-1967 period. In this context, we will analyze the ethnic/racial and national cleavages – between Mizrahi and Ashkenazi Jews and between Palestinian and Jewish citizens of Israel – that have been developing in Israel since 1948 and before. In addition, we will discuss Israel's 'migration' into the West Bank, occupied by Israel since 1967 and the ramifications of such population movement on the Palestinian and Israeli societies. Finally, we will discuss Jewish emigration from Israel, focusing on the number of emigrants and the question of the brain drain from contemporary Israel

Fall 2025: SOCI UN3286

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3286	001/13159	Th 10:10am - 12:00pm 606 Lewisohn Hall	Yinon Cohen	4.00	9/15

MDES UN3331 URBAN SPACE # CONFLICT IN MIDDLE EAST. 3.00 points.

This course explores how civil war, revolution, militarization, mass violence, refugee crises, and terrorism impact urban spaces, and how city dwellers engage in urban resilience, negotiate and attempt to reclaim their right to the city. Through case studies of Beirut (1975-present), Baghdad (2003-present), Cairo (2011-present), Diyarbakir (1914-present), Aleppo (1914-present), and Jerusalem (1914-present), this course traces how urban life adjusted to destruction (and post-conflict reconstruction), violence, and anarchy; how neighborhoods were reshaped; and how local ethnic, religious, and political dynamics played out in these cities and metropolises. Relying on multi-disciplinary and post-disciplinary scholarship, and employing a wealth of audiovisual material, literary works, and interviews conducted by the instructor, the course scrutinizes how conflicts have impacted urban life in the Middle East, and how civilians react to, confront, and resist militarization in urban spaces

Spring 2025: MDES UN3331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3331	001/11474	M 4:10pm - 6:00pm 332 Uris Hall	Khatchig Mouradian	3.00	46/52

MDES UN3335 Introduction to Armenian Studies. 3.00 points.

Historians frequently situate Armenia between two powers: between Rome and Persia, then Byzantium and Islam. This class will shake up the usual "between-two-worlds" paradigm, which places Armenia and Armenians in the crosshairs of world powers. Instead, we will study Armenians as active participants in world dramas, at the center of global developments. Our main goal will be to draw upon a variety of sources to tell the story of Armenia and Armenians: histories, poems, art, coins, buildings, etc. Goals Critically assess what it means to study history. [Why are we learning this?] Analyze primary sources, whether written or material. [How can we study this?] Engage with modern scholarship on Armenian experiences. [How have other people studied this?]

Fall 2025: MDES UN3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3335	001/10139	T 10:10am - 12:00pm 507 Hamilton Hall	Alison Vacca	3.00	21/22

MDES UN3357 War, Genocide, and their Aftermath. 3.00 points.

This course examines how societies grapple with the legacy of mass violence through an exploration of historical texts, memoirs, novels, films, textbooks, litigation, and media reports and debates. Focusing on case studies of the Herero Genocide, the Armenian genocide during WWI, and the Holocaust and "Comfort Women" during WWII, students will investigate the crime and its sequelae. We will explore how societies deal with skeletons in their closets (from engaging in a conspiracy of silence, trivialization, rationalization, and denial to acknowledgment and reparations); analyze texts of official apologies and non-apologies; survey responses of survivors and their descendants (with particular attention to post-memory, multidirectional memory, forgiveness, anger and resentment, and the pursuit of redress); and dissect public debates on modern day issues that recall past atrocities

Fall 2025: MDES UN3357

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3357	001/12953	M 4:10pm - 6:00pm 330 Uris Hall	Khatchig Mouradian	3.00	27/30

MDES UN3422 Infrastructures of Power: Development, Environment, Political Struggle. 3.00 points.

Is infrastructure political? Can infrastructure colonise, dispossess, and cause environmental ruin? We tend to think of infrastructure as useful objects, but can we think of them as built ideologies? Historically, infrastructural projects have been regarded as necessary preconditions of modern and efficient states. So much so that malfunctioning sewers and perennial power cuts have come to invoke images of starved and underdeveloped countries. However, the question of whether infrastructure itself fuels human and environmental underdevelopment is rarely asked. This course proposes a new way of thinking about infrastructure. By studying the histories of various infrastructural projects in the Middle East, we will critically assess their role as sites of political contestation rather than as "neutral technologies". Infrastructure has been used by colonial states to exploit the natural resources of colonised territories and to control the populations they ruled. At the same time, infrastructure is crucial in the formation of radical political identities and rich cultures and traditions of political struggle. Yet, not all infrastructure is the same. By paying attention to the material qualities and specific cultural and ideological history of each form of infrastructure we study, we will be able to understand how different forms of infrastructure create and foreclose different political possibilities

ANTH UN3465 WOMEN, GENDER POL-MUSLIM WORLD. 3.00 points.

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

Practices like veiling, gendered forms of segregation, and the honor code that are central to Western images of Muslim women are also contested issues throughout the Muslim world. This course examines debates about gender, sexuality, and morality and explores the interplay of political, social, and economic factors in shaping the lives of men and women across the Muslim world, from the Middle East to Europe. The perspective will be primarily anthropological, although special attention will be paid to historical processes associated with colonialism and nation-building that are crucial to understanding present gender politics. We will focus on the sexual politics of everyday life in specific locales and explore the extent to which these are shaped by these histories and the power of representations mobilized in a global world in the present and international political interventions. In addition to reading ethnographic works about particular communities, we read memoirs and critical analyses of the local and transnational activist movements that have emerged to address various aspects of gender politics and rights

Spring 2025: ANTH UN3465

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3465	001/10584	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Lila Abu-Lughod	3.00	58/75

CPLT BC3552 The Arabic Novel. 4.00 points.

The novel in Arabic literature has often been the place where every attempt to look within ends up involving the need to contend with or measure the self against the European, the dominant culture. This took various forms. From early moments of easy-going and confident cosmopolitan travellers, such as Ahmad Faris al-Shidyaq, to later author, such as Tayeb Salih, mapping the existential fault lines between west and east. For this reason, and as well as being a modern phenomenon, the Arabic novel has also been a tool for translation, for bridging gaps and exposing what al-Shidyaq—the man credited with being the father of the modern Arabic novel, and himself a great translator—called ‘disjunction’. We will begin with his satirical, deeply inventive and erudite novel, published in 1855, *Leg Over Leg*. It is a book with an insatiable appetite for definitions and comparisons, with Words that had been lost or fell out of use (the author had an abiding interest in dictionaries that anticipates Jorge Louis Borges) and with locating and often subverting moments of connection and disconnection. We will then follow along a trajectory to the present, where we will read, in English translation, novels written in Arabic, from Egypt, Syria, Sudan, Morocco and Palestine. We will read them chronologically, starting with *Leg Over Leg* (1855) and finishing with *Minor Detail*, a novel that was only published last year. Obviously, this does not claim to be a comprehensive survey; for that we would need several years and even then, we would fall short. Instead, the hope is that it will be a thrilling journey through some of the most fascinating fiction ever written. Obviously, this does not claim to be a comprehensive survey; for that we would need several years and even then, we would fall short. Instead, the hope is that it will be a thrilling journey through some of the most fascinating fiction ever written

Spring 2025: CPLT BC3552

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3552	001/00147	M 2:10pm - 4:00pm 225 Milbank Hall	Hisham Matar	4.00	14/15

MDES UN3920 CONTEMP CULTURE IN ARAB WORLD. 3.00 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 the syllabus. All material will be in translation. Films will be subtitled. Songs will be in Arabic

Fall 2025: MDES UN3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3920	001/10155	W 4:10pm - 6:00pm 208 Knox Hall	Joseph Massad	3.00	10/25

MDES UN3923 CNTRL QUESTIONS IN ISLAMIC LAW. 3.00 points.

Through detailed discussions of certain landmarks in Islamic legal history (e.g. origins; early formation; sources of law; intellectual make-up; the workings of court; legal change; women in the law; legal effects of colonialism; modernity and legal reform, etc.), the course aims at providing an introductory but integrated view of Islamic law, a definition, so to speak, of what it was/is. Please note, this course must be taken for a letter grade

CLME UN3928 ARABIC PRISON WRITING. 3.00 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 swathe, 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 prism, 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 2025: CLME UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 3928	001/10245	T 2:10pm - 4:00pm 208 Knox Hall	Muhsin Al-Musawi	3.00	31/25

MDES UN3930 Iraq: War, Love, and Exile. 3.00 points.

This course studies and explores a number of Iraqi narratives that have appeared since 2003 and that have a distinctive stylistic and thematic richness with great bearing on social, economic, cultural, and political life in Iraq. Seen against a history of the country and the region, and in conversation with some Afro-Asian and Latin American narratives of war and displacement, these writings assume global significance in our reading of such thematic issues like war, love, exile, and loss. While always using the past as a background, a source and repository of recollections, the challenge of the 2003 Anglo-America invasion and its institutionalization of segregation and rupture to keep Iraq in perpetual chaos, is present in the texts. Every narrative sheds light on a number of issues, especially war, horror, loss, trauma, passion and dislocation. This richness in detail is brought up through a number of stylistic innovations that put this writing at the forefront of world cultures and human concerns. An introductory lecture builds up a genealogy for trauma since the Epic of Gilgamesh (2700 BC.) and the lamentations of Astarte

Spring 2025: MDES UN3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3930	001/11380	W 2:10pm - 4:00pm 208 Knox Hall	Muhsin Al-Musawi	3.00	19/22

ANTH UN3933 ARABIA IMAGINED. 4.00 points.

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

As the site of the 7th century revelation of the Quran and the present day location of the sacred precincts of Islam, Arabia is the direction of prayer for Muslims worldwide and the main destination for pilgrimage. Arabia also provides a frame for diverse modes of thought and practice and for cultural expression ranging from the venerable literature of the 1001 Nights to the academic disciplines of Islam and contemporary social media, such as Twitter. We thus will approach Arabia as a global phenomenon, as a matter of both geographic relations and the imagination. While offering an introduction to contemporary anthropological research, the course will engage in a critical review of related western conceptions, starting with an opening discussion of racism and Islamophobia. In the format of a Global Core course, the weekly assignments are organized around English translations of Arabic texts, read in conjunction with recent studies by anthropologists

MDES UN3960 HONORS THESIS SEMINAR PART 1. 1.00 point.

Prerequisites: minimum GPA of 3.5 in MESAAS courses. The MESAAS honors seminar offers students the opportunity to undertake a sustained research project under close faculty supervision. The DUS advises on general issues of project design, format, approach, general research methodologies, and timetable. In addition, students work with an individual advisor who has expertise in the area of the thesis and can advise on the specifics of method and content. The thesis will be jointly evaluated by the adviser, the DUS, and the honors thesis TA. The DUS will lead students through a variety of exercises that are directly geared to facilitating the thesis. Students build their research, interpretive, and writing skills; discuss methodological approaches; write an annotated bibliography; learn to give constructive feedback to peers and respond to feedback effectively. The final product is a polished research paper in the range of 40-60 pages. Please note: This is a one-year course that begins in the fall semester (1 point) and continues through the spring semester (3 points). Only students who have completed both semesters will receive the full 4 points of credit

Fall 2025: MDES UN3960

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3960	001/10140	M 2:10pm - 4:00pm 403 Knox Hall	Debashree Mukherjee	1.00	7/20

ASCM BC3991 AMEC Majors Seminar. 4.00 points.

This course is a requirement for AMEC majors and should be taken in the junior year. In this semester students are introduced to Asian and Middle Eastern studies as academic disciplines and explore theories and methods of interdisciplinary research. Through a variety of readings and workshops, students gain experience discussing their area of interest comparatively and practice synthesizing work from related fields

Spring 2025: ASCM BC3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCM 3991	001/00858	W 4:10pm - 6:00pm 912 Milstein Center	Nathanael Shelley	4.00	7/14

RELI GU4002 CURATING ISLAM IN NEW YORK CITY. 4.00 points.

This course focuses on the ways in which museums conceptualize, contextualize, curate and display Islamic art. In the process, it interrogates the degree to which the orientalist past and the secular present shapes our understanding of the Muslim world. Students will not just engage with material objects from Muslim societies but also consider the choices museums make about their display and presentation. These choices, in turn, speak to the role of museums in defining a specific understanding of the "sacred." Finally, students will learn to thoughtfully and critically pose questions about the roles that museums as public institutions play in sharpening public and private understandings of Islam. The course begins with a general discussion of material objects in the study of religion. This is followed by a broad survey of Islamic Art which both describes and critiques the category as it has been framed in the Academy. Students then visit a number of museums to learn about the style and content of their Islamic collections. The course concludes by engaging a different kind of curation, namely oral histories in the Brooklyn Museum

MDES GU4049 Climate and Empire. 4.00 points.

Climate change destabilizes the ontic certainty of this world, time, and history. This course in MESAAS will introduce students to the literature on climate change and its relationship to ontology, religion, violence, politics, and gender. We will explore the resilience and limitations of various theoretical approaches as they relate to empirical cases. Students will become familiarized with important arguments that have been advanced to explain climate change in its more recent incarnations in the Middle East and Asia. How have different trajectories of understanding climate change led to different kinds of political cultures and governing institutions? Have some qualities of the “environment” or “climate” remained the same throughout history and across the globe? What is the role of colonialism in modern understandings of climate change? The core of this course will seek to develop a mode of conceptualizing the present by rendering relevant geological time in addition to historical time, earth’s history in addition to world’s history. The course begins with the question of how the “climate” has been historically and ethnographically conceptualized in various intellectual trajectories of human sciences. We consider how religion is connected to environmental change, how the “human” and “non human” are conceptualized in various ontologies, and how religious norms and ethics enact environmental practices. We interrogate the everyday sociality of climate adaption and how climate conflict informs social, political, and environmental citizenship. The course concludes by contemplating the creative ways of being in this new world. We study the innovative forms of cosmopolitan neo-humanism (post- humanism) that emerge from the specter of environmental change

MDES GU4060 Reading Marx Historically. 4.00 points.

The historical significance of Marx lies not only in his reception in Germany or Europe, but across the world. But Marx’s thought emerged from a highly specific intellectual context of European thought. Therefore, reading Marx must have a contextual, German and European side, and, equally, a global reception side. The purpose of this course will be to read Marx’s texts closely, and to follow the trajectory of his ideas historically and therefore globally. In one sense, we understand what ‘doing’ political theory means more clearly in studying the struggles of Marx’s readers in addressing the question: how can reading Marx illuminate the historical analysis of very different societies – societies which were not in Europe, societies which were not based on a capitalist economy, societies that were not yet ‘modern’ in their economy, politics and culture. A part of the course will be about the Marxism of the ‘others’: American Black thinkers, and thinkers in China, India, Africa, the Middle East. To follow Marx’s thought historically is to read his thought globally. The course will be in three parts. The first part will read some texts of Western social theory from which the central questions of Marx’s theoretical reflections were drawn. Following a method of Indian philosophy in which philosophic arguments are always read in relation to its *purvapaksha* (arguments in response to which the philosophical doctrine was conceived and elaborated), we shall start with questions first introduced in Hobbes (individual) Locke (property and its relation to government) and Adam Smith (capitalism) in the British tradition, and Hegel (on history and capitalism) and Feuerbach (religion and estrangement) in the German tradition. We shall explore the central arguments from these thinkers which Marx contends with – at times accepting and elaborating them, or modifying them, or directly questioning and rejecting them. In the second part of the course, we shall closely read some texts from Marx, but also pair them with some of the major readings of their meanings from the Marxist tradition. Texts read will include the early journalistic writings, Economic and Philosophical Manuscripts, Communist Manifesto, the Grundrisse, political writings, Capital and Theories of Surplus Value, reflections on non-European history on the basis of his notes on ‘pre-capitalist formations’ and ethnological manuscripts. In the final part of the course, we shall read major texts which show the different kinds of readings Marx’s work received in different parts of the world: Russian Communists, Asian Marxists from India and China, from the Middle east and Islamic societies, and from Africa. We shall end by readings of Marx from the West’s most intimate enemy: Black Marxists. Reading Marx historically is impossible without reading Marx globally. This section will also, necessarily, engage in more abstract questions about how we should read thought systems which originate in a particular thought ecology, but then circulates to entirely different settings of reading and political action

JWST GU4145 Topics in Israeli Cinema. 3.00 points.

Israel has a unique and constantly-evolving national cinema, the product of its diverse immigrant population, influences from neighboring nations, and dramatic national history. Beginning with artistic influences from abroad and culminating with native self-examinations, this course will provide a survey of Israeli film history, recurring foci of Israeli cinema, and introductions to influential filmmakers from early director and impresario Menahem Golan to Orthodox writer/director Rama Burshtein. Each class meeting will include a complete screening of an Israeli feature film, as well as clips of related works. Readings will include critical essays and histories which elaborate on in-class screenings and cover additional topics and films. Written assignments will be three analytical essays which will encourage critical thinking, close analysis of films, and independent research beyond the materials presented in class. All readings are in English. All feature films and film clips are in Hebrew (some include Arabic), and will be presented with English subtitles. Students fluent in Hebrew and Arabic are encouraged to interpret the dialogue for additional meaning that may not be translated in the subtitles

Fall 2025: JWST GU4145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4145	001/10941	M 10:00am - 1:45pm 304 Hamilton Hall	Stuart Weinstock	3.00	24/25

JWST GU4147 Between Tradition & Innovation: Readings in Hasidic History and Literature. 3.00 points.

The popular eighteenth-century mystical revivalist movement known as Hasidism transformed the religious and cultural life of Eastern European Jewry and remains a vibrant form of Judaism to this day. This seminar will introduce students to the history, ideology and major personalities of the Hasidic movement through a close reading of a broad selection of primary texts, including mystical tracts, collections of sermons, spiritual directives, hagiographical tales and polemical writings. We will explore the mystical ideas and practices taught by the founders of the movement, the new forms of leadership they developed and the fierce controversies they aroused. We will also consider the role played by Hasidic literature in the formation and spread of the movement and the tensions it embodied between tradition and innovation, elitism and populism, and oral and written modes of communication. This course is open to graduate students and advanced undergraduates may register with permission from the instructor

MDES GU4151 DEBATES ON CAPITALISM. 4.00 points.

Within the literature on the history of capitalism there is a lively debate that seeks to explain the world-historical transition from feudal and tributary modes of production to the capitalist mode of production. Substantial issues raised in this debate include the question of whether capitalism can be characterized as a mode of production dominated by the exploitation of free labour; the role of international trade in the origin and development of capitalism; and the role of agriculture in promoting a transition to capitalism. Through the publication of two key texts in the late 1970s Robert Brenner's proposition that capitalism had its origins in English agriculture came to dominate the transition debate. More recently, however, there have been a number of publications that seek to challenge the Anglo-centric and Eurocentric tendencies of the entire transition debate. This course begins with the Brenner debates and then takes up revisions, critiques and challenges to that debate. Ultimately, the aim of the course is to more clearly understand the place of non-European polities and peoples in the history and development of capitalism

JWST GU4156 An Introduction to World Zionist Thought. 4.00 points.

In this course, students will be exposed to a range of different ideas and movements that, together, constitute(d) "Zionism." Although Israel is frequently in the news, the ideology that lies, in many ways, at the heart of Israeli politics and society is often represented in simplistic – even superficial or inaccurate – terms. Far more than a mere example of "nationalism," Zionism has variously been interwoven with struggles over land, labor, gender, religion, and identity in not only Palestine/Israel, but also North Africa, East Africa, Southwest Asia, Central Asia, Europe, the Americas, and beyond. Throughout the semester, students will read both primary and secondary sources in order to understand Zionism in its myriad meanings. Part I of the course will explore some of the basic tenets and debates of Zionism, with a focus on ideas prominent in the early twentieth century, such as socialism and Hebraism. Part II of the course will examine the ways in which Zionist ideas conceived in the Ottoman Empire and Europe diverged and took on new and renewed meaning as the Zionist movement reached global dimensions

JWST GU4157 Israeli Politics in Times of Turmoil. 4.00 points.

The more than six decades of Israel's democratic system of government, under intense external and internal pressures, have been facilitated by four major characteristics of its society and politics: a cultural, a structural, an economic aspect: availability of external resources such as US foreign aid programs, German reparations and a political aspect. In the early days of the state a serious concern was raised: can Israel survive as a democracy facing the difficulties resulting from mass immigration, meager resources, internal divisions and external threats to its very existence? The Israeli body-politic has proven cohesive enough to overcome tensions stemming from fragmented party politics, deep social and cultural cleavages, fundamental ideological schisms and an involvement in protracted conflicts with neighboring states and the Palestinians. Those have become particularly urgent in the aftermath of the October 7th attacks and the Israel-Hamas war of 2023-24. These achievements were facilitated by the emergence of a pattern of politics, indeed, a political culture, that puts a strong emphasis on the pursuit of political accommodation. Such accommodation, however, has been put to the test with the proposed judicial reform of 2023 and the ensuing mass social protests against it. Israel has done all these without loss of public support for its central political and social institutions, but in 2024, with the Israel-Hamas war and expanding social cleavages and political schisms, such accomplishments are at risk

CLME GU4210 The Ways of #Ilm: Scholarly Traditions in the Classical Islamic World (700-1300). 4.00 points.

This course covers the epistemologies and main theological and philosophical standpoints of a wide range of Islamic intellectual traditions. It will explore how different groups of scholars accumulated knowledge of God and the universe in the Classical Islamic world, a period which in many ways can be considered formative for contemporary Islam. We focus on various bodies of knowledge as these were developed from the 7th-c. 13th centuries AD. Each week covers a separate theological, philosophical, or scientific tradition, after which the class will explore the tensions and syntheses between various competing worldviews

Fall 2025: CLME GU4210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4210	001/10243	Th 12:10pm - 2:00pm 207 Knox Hall	Elaine van Dalen	4.00	13/20

CLME GU4226 ARABIC AUTOBIOGRAPHY GLOBAL DIMENSIONS. 4.00 points.

This course draws a map of Arab thought and culture in its multiple engagements with other cultures. It works globally along two lines: a theoretical one that accommodates conceptualizations of self-narrative in relation to shifting categories of center and margin; and a thematic one that selects a number of Arabic autobiographical texts with strong thematic concerns that cut across multiple cultures. Although Europe sounds at times more conspicuous in early 20th century autobiography, the Afro-Asian and Latin American topographical and historical itinerary and context are no less so, especially in writings we associate with societal and cultural transformations. More than historical accounts, these intellectual itineraries speak for the successes and failures of the secular ideology of the Arab nation-state. They convey the struggle of intellectuals—as self-styled leaders, for an ideal state on the ruins of the past. The course studies a number of autobiographical works; memoirs and reminiscences that are meant to rationalize and reproduce a writer's experience. Probably self-censored, these serve nevertheless as trajectories for a secular journey rather than one from denial to affirmation. Staunchly established in modernity and its nahdah paradigms, most of these writings are secular itineraries that rarely end in a search for faith. They are the journeys of a generation of Arab intellectuals who are facing many crises, but not the crisis of faith. They provide another look at the making of the Arab intelligentsia—and probably the Afro-Asian and Latin American one, since the early 20th century, and help us discern not only achievements on the level of education and public service, but also the mounting discontent with failures that have been wrapping the formation of the nation state. No prior knowledge of Arabic language is required

Fall 2025: CLME GU4226

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLME 4226	001/10246	W 2:10pm - 4:00pm 208 Knox Hall	Muhsin Al-Musawi	4.00	20/22

MDES GU4226 Arabic Literature # the Long 19th Century. 4.00 points.

What came before the Arabic novel? How did authors writing in Arabic in the 19th century conceive of and debate the terms of modernity and literature? The purpose of this graduate seminar is first to engage with recent trends in scholarship on the Nahda ("Renaissance") and second to read the entirety of three significant works of Arabic literature in translation: al-Shidyāq's *Leg Over Leg* (1855), Khalil al-Khouri's *Oh No! I am Not European!* (1859-61), and Jurji Zaydan's *Tree of Pearls, Queen of Egypt* (1914). Knowledge of Arabic is not required, but an optional Arabic reading group will run concurrently with the class

CLME GU4231 COLD WAR ARAB CULTURE. 4.00 points.

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

This course studies the effects and strategies of the cold war on Arab writing, education, arts and translation, and the counter movement in Arab culture to have its own identities. As the cold war functioned and still functions on a global scale, thematic and methodological comparisons are drawn with Latin America, India and Africa

CLME GU4241 SUFISM: PRIMARY TEXTS/CONTEXTS. 4.00 points.

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

This course studies Sufism as it has emerged, developed, and assumed its presence in Sufi autobiographies and religious and literary writings. The Sufi Path is traced in these writings that include poems like ibn al-Farid's *Poem of the Way*. Sufi States and Stations are analyzed to understand this Path that reaches its culmination in an ecstatic sense of Oneness. Sufism is also a social and political phenomenon that unsettles formal theologies and involves Sufis in controversies that often end with their imprisonment and death

MDES GU4259 War Narrative: The Arab World. 4 points.

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

This course works along a number of axial structures that aim to let texts voice their informing theoretical, political, and poetic strategies. It draws on war narratives in other parts of the world, especially Vietnam, insofar as these find their way into Arabic writing. A poetics of prose gives these narratives the power of literary production that makes them more readable, appealing, and provocative than ordinary journalistic reporting.

Through close readings of a number of Arabic war novels and some long narrative poems, this course proposes to address war in its varieties not only as liberation movements in Algeria and Palestine, but also as an engagement with invasions, as in Iraqi narratives of war, or as conflict as was the case between Iran and Iraq, 1980-1988, as proxy wars in other parts of the region, or 'civil' wars generated and perpetuated by big powers. Although writers are no longer the leaders of thought as in the first half of the 20th century, they resume different roles of exposition, documentation, reinstatement of identities, and geographical and topographical orientation. Narrators and protagonists are not spectators but implicated individuals whose voices give vent to dreams, desires, intimations, and expectations. They are not utterly passive, however. Behind bewilderment and turbulence, there is a will to expose atrocity and brutality. Writing is an effort to regain humanity in an inhuman situation.

The course is planned under thematic and theoretical divisions: **one** that takes writing as a deliberate exposure of the censored and repressed; **another** as a counter shock and awe strategy [implemented under this name in the wars on Iraq] whereby brutalities are laid bare; and a **third** that claims reporting in order to explore its limits and complicity. On the geographical level, it takes Algeria, Palestine as locations for liberation movements; Iraq as a site of death; Egypt as the space for statist duplicity and camouflage; and Lebanon as an initial stage for a deliberate exercise in a seemingly civil war.

A number of films will be shown as part of students' presentations.

Spring 2025: MDES GU4259

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4259	001/11375	T 2:10pm - 4:00pm 208 Knox Hall	Muhsin Al-Musawi	4	26/25

ARCH GU4260 Colonial Cities in the French Empire. 4.00 points.
French colonialism in the 19th and 20th centuries was marked by a relentless and often oppressive pursuit of overseas territories. Colonial cities, the focal points of the French empire, were erected in the nation's image and characterized by wide boulevards, impressive parks and squares, and monumental buildings echoing the elegance of Paris. These urban centers, scattered across Africa, Southeast Asia, and the Caribbean, often served as administrative, economic, and cultural hubs for the colonial administration. This seminar will explore the profound impact of colonial cities as laboratories for experimenting with new ideas in city planning, infrastructure, architecture, and civic governance. Once tried and tested in the colonies, these innovative "norms and forms" were often imported back to metropolitan France, where they helped shape various aspects of its society, culture, and economy. The seminar is chronologically structured around six French colonial cities: Cap-Français, Cairo, Algiers, Casablanca, Dakar, and Hanoi. Each city is examined through the lens of a distinct set of colonial policies and practices. Cap-Français is studied from the perspective of the universalist values of the French Enlightenment and the double standard evident in the terror of the Atlantic slave trade. Cairo, while colonized for only a brief period, ignited new passions for the East and is viewed as a repository of exotic fantasies and a site for infrastructural modernization. Algiers is studied through the policy of assimilation and the destruction of Algerian religious identity. Casablanca is considered in relation to new planning practices and colonial policies of association. Hanoi is examined through cultural and architectural forms of hybridity. Finally, Dakar is viewed through colonial theories of acclimatization and hygiene policies. As we traverse the diverse landscapes of these colonial cities, this seminar invites participants to critically reflect on the enduring echoes of French colonialism, exploring how the urban experiments of the past reverberate in the present and influence our perceptions of global cities and their histories

Spring 2025: ARCH GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4260	001/00847	T 4:10pm - 6:00pm 502 Diana Center	Ralph Ghoche	4.00	9/16

Fall 2025: ARCH GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4260	001/00715	M 4:10pm - 6:00pm 502 Diana Center	Ralph Ghoche	4.00	16/16

MDES GU4260 RETHINKING MIDDLE EAST POLITCS. 4.00 points.
This course examines a set of questions that have shaped the study of the politics of the modern Middle East. It looks at the main ways those questions have been answered, exploring debates both in Western academic scholarship and among scholars and intellectuals in the region itself. For each question, the course offers new ways of thinking about the issue or ways of framing it in different terms. The topics covered in the course include: the kinds of modern state that emerged in the Middle East and the ways its forms of power and authority were shaped; the birth of economic development as a way of describing the function and measuring the success of the state, and the changing metrics of this success; the influence of oil on the politics of the region; the nature and role of Islamic political movements; the transformation of the countryside and the city and the role of rural populations and of urban protest in modern politics; and the politics of armed force and political violence in the region, and the ways in which this has been understood. The focus of the course will be on the politics of the twentieth century, but many topics will be traced back into developments that occurred in earlier periods, and several will be explored up to the present. The course is divided into four parts, each ending with a paper or exam in which participants are asked to analyze the material covered. Each part of the course has a geographical focus on a country or group of countries and a thematic focus on a particular set of questions of historical and political analysis. Discussion Section Required

Spring 2025: MDES GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4260	001/17935	M W 10:10am - 11:25am Cin Alfred Lerner Hall	Timothy Mitchell	4.00	3/4

MDES GU4263 Colonial Encounters: Thinking through Time and Space. 4 points.
This course focuses on issues related to colonial encounters over time, space and geographies. The course is organized around issues that emerge from thinking about the past and present of colonialism and how those encounters affect and frame epistemological as well as ontological questions. We will explore the themes and lines of thought that are helpful in thinking about our contemporary conditions in terms of colonial history. As such, this course examines different types of colonialisms in their various forms and iterations over time and space and their attendant narrations and stories regarding the relationship to the past and present. This course is also about the various ways, means and methods that colonized people(s) confront(ed) colonial violence, domination, and other forms of power. Throughout the semester we ask questions related to histories of colonialisms, comparative colonial settings, settler colonial trajectories, and indigenous responses to settler power. The course will travel in theory and space, in terms of geography and temporality, while prioritizing a focus on the Middle East.

MDES GU4328 The Resilience of Memory: Armenian Genocide in Words and Images. 4.00 points.

Genocide has indelibly marked the last century. Survivors of these crimes have sought justice and reparations, while also struggling to keep alive the memory of all that was lost. Words and images are employed in this struggle. The literary, performing, and visual arts play key roles in resisting the destruction of memory. Genocide is a crime whose aim is not just the annihilation of biological individuals but of social groups and their cultural heritage. Words (in the form of poetry, memoir, drama, fiction) and images (in the form of photography, film, painting) are used to combat the forgetting, the denial, and the distorting of genocidal crimes. This course will explore the ways these forms of memory resilience work in the case of the Armenian Genocide. While often under-appreciated, Armenians began a process of reflection upon and resistance against their cultural loss in the decades after 1915. Yet it took another generation for artists and writers to foreground this resistance in their creative output. In parallel to the Jewish response to the Holocaust, the 1960's and 70's saw the awakening of a greater Armenian public response to the genocide. Along with memorialization and demands for justice, a heightened critical reflection on the meaning of loss took place. Historical studies of the genocide multiplied adding to our understanding of the nature and causes of the violence. Alongside such scholarship the broader discipline of memory studies has immeasurable added to our understanding of 1915. The literature and critical study of the Holocaust and other genocides will help us understand the Armenian resilience of memory. The art and literature we explore will be supplemented by dialogue (in-person or virtually) with writers and artists whose works of resistance continue to be created today

WMST GU4330 SWANA Diasporas: Culture, Politics and Identity Formation in a Time of War. 4.00 points.

In this class we will study South-West Asian and North African (SWANA) diasporic populations, social movements and cultural production that have responded to the multi-faceted ramifications of the 21st century war on terror. We will focus on diverse Arab, Iranian, and Afghan diasporas in the United States, where 19th and 20th century legacies of racism, xenophobia, Islamophobia and Orientalism combined in new ways to target these groups after the September 11th, 2001 attacks. Drawing on an interdisciplinary array of texts, including ethnography, fiction, feminist and queer theory, social movement theory, and visual and performance art, we will look at how the "war on terror" has shaped the subjectivities and self-representation of SWANA communities. Crucially, we will examine the gender and sexual politics of Islamophobia and racism and study how scholars, activists and artists have sought to intervene in dominant narratives of deviance, threat, and backwardness attributed to Muslim and other SWANA populations. This course takes up the politics of naming, situating the formation of "SWANA" as part of an anti-colonial genealogy that rejects imperial geographies such as "Middle East." We will ask how new geographies and affiliations come into being in the context of open-ended war, and what new political identities and forms of cultural production then become possible

Spring 2025: WMST GU4330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4330	001/00023	Th 10:10am - 12:00pm 111 Milstein Center	Manijeh Moradian	4.00	15/20

RELI GU4335 Shi'ism. 4 points.

This course offer a survy of Shi'ism with a particular focus on the "Twelvers" or "Imamis." It begins by examining the interplay between theology and the core historical narratives of Shi'i identity and culminates with an assessment of the jarring impact of modernity on religious institutions/beliefs.

Fall 2025: RELI GU4335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4335	001/00855	Th 12:10pm - 2:00pm 405 Barnard Hall	Hussein Rashid	4	2/15

MDES GU4357 WAR,GENOCIDE,# AFTERMATH COMP PERSPECTIV. 4.00 points.

This 4000-level course examines how societies grapple with the legacy of mass violence, through an exploration of historical texts, memoirs, textbooks, litigation, and media reports and debates on confronting the past. Focusing on case studies of the Herero Genocide, the Armenian genocide during WWI, and the Holocaust and the Comfort Women during WWII, students investigate the crime and its sequelae, looking at how societies deal with skeletons in their closets (engaging in silence, trivialization, rationalization, and denial to acknowledgment, apology, and repair); surveying responses of survivors and their descendants (with particular attention to intergeneration transmission of trauma, forgiveness, resentment, and the pursuit of redress); and dissecting public debates on modern day issues that harken back to past atrocities

RELI GU4377 Islam in the Soviet Union and Successor States. 4.00 points.

This seminar is designed for advanced undergraduate and graduate students seeking to develop an understanding of Islam in the Soviet Union and its successor states. The Soviet experience drastically altered the ways Central Asian Muslims practice Islam. This course explores the various ways in which Central Asian Muslims practiced Islam during the Soviet era and the lasting impacts of that period on contemporary Central Asia. Topics covered include the Soviet campaign against Islam, Soviet Islamic authorities, the growth of international Islamic networks in post-Soviet Central Asia, emerging Islamic movements, and common Islamic practices like pilgrimage and Islamic healing. Additionally, we will read theoretical and topical articles on comparable Islamic practices in various regions of the Muslim world to provide a broader perspective on Central Asia. All of the readings for this course will be in English. Prior course work related to Islam or the Soviet Union is recommended, but not required

HIST GU4471 JEWS AND RELIGION IN TWENTIETH-CENTURY AMERICAN HISTORY: ARCHIVAL, THEORETICAL AND METHODOLOGICAL ISSUES. 4.00 points.

In what ways has religion been deployed as an analytical category in 20th century American history? Through a case study of how Jews and antisemitism have been conceptualized, theorized and narrated within the annals of American history, we will ponder what to American historians think about religion. What is the heuristic value of such a category? We will also research in Columbia's archives to see how Jews and Judaism are discussed. This course will also introduce students to the theoretical innovations in the field of contemporary religion and to suggest ways that the study of religion intersects, intervenes and complicates the fields of American urban, cultural, and political history

Fall 2025: HIST GU4471

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4471	001/14962	Th 2:10pm - 4:00pm 303 Hamilton Hall	Rebecca Kobrin	4.00	5/10

JWST GU4537 Modernism, Nationalism, Revival: Readings in Modern Hebrew Literature. 4 points.

Exploring a rich variety of literary prose fiction, this course focuses on the emergence of modernism in Hebrew literature at the turn of the 20th century. Ever since the 19th century Jewish Enlightenment (Haskalah), Hebrew literature has played a major role in the processes of permutation and transition within Jewish society, articulating new modes of thinking on matters such as body, identity, sexuality and language. In both its themes and aesthetics, Hebrew literature not only reflected these processes, but in fact created and shaped the public sphere within which these new ideas emerged. Identifying literature as an institution of the modern, intertwined with the rise of nationalism, this course examines the coincidence, as well as the discrepancy, between modernist poetics and the nationalist imagination. It asks how literature constructs national consciousness and whether, and in what ways, it ever exceeds it.

Our weekly sessions will be dedicated to reading diverse texts (short stories, essays, novels and literary theory) and tackling some of the recurring issues they raise, including gender and sexuality, ideology, psychological narratives, secularization and immigration. We will acquire methodologies of literary analysis, pay attention to rhetoric and style and practice close reading. The course will use digital media and interactive online platforms including films, photos, recordings and other audiovisuals, as well as an interactive discussion board. No prior knowledge of Hebrew is required. All texts are available in English translation.

RELI GU4565 Women and Islam. 4.00 points.

This course is a comprehensive engagement with Islamic perspectives on women with a specific focus on the debates about woman's role and status in Muslim societies. Students will learn how historical, religious, socio-economic and political factors influence the lives and experiences of Muslim women. A variety of source materials (the foundational texts of Islam, historical and ethnographic accounts, women's and gender studies scholarship) will serve as the framework for lectures. Students will be introduced to women's religious lives and a variety of women's issues as they are reported and represented in the works written by women themselves and scholars chronicling women's religious experiences. We will begin with an overview of the history and context of the emergence of Islam from a gendered perspective. We will explore differing interpretations of the core Islamic texts concerning women, and the relationship between men and women: who speaks about and for women in Islam? In the second part of the course we will discuss women's religious experiences in different parts of the Muslim world. Students will examine the interrelationship between women and religion with special emphasis on the ways in which the practices of religion in women's daily lives impact contemporary societies. All readings will be in English. Prior course work in Islam or women's studies is recommended, but not required

HIST GU4607 RABBIS FOR HISTORIANS. 4.00 points.

This course introduces the central historical issues raised by ancient Palestinian and Babylonian rabbinic literature through exploration of some of the crucial primary texts and analysis of the main scholarly approaches to these texts

Fall 2025: HIST GU4607

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4607	001/10163	Th 10:10am - 12:00pm 311 Fayerweather	Seth Schwartz	4.00	7/13

RELI GU4619 Islam in Popular Culture. 4.00 points.

This course interrogates seminal issues in the academic study of Islam through its popular representation in various forms of media from movies and television to novels and comic books. The class is structured around key theoretical readings from a range of academic disciplines ranging from art history and anthropology to comparative literature and religion. The course begins by placing the controversies surrounding the visual depiction of Muhammad in historical perspective (Gruber). This is followed by an examination of modern portrayals of Muslims in film that highlights both the vilification of the "other" (Shaheen) and the persistence of colonial discourses centered on the "native informant" (Mamdani). Particular emphasis is given to recent pop cultural works that challenge these simplistic discourses of Islam. The second half of the course revisits Muhammad, employing an anthropological framework (Asad) to understand the controversies surrounding Salman Rushdie's Satanic Verses. The obsession with a gendered depiction of Islam is then examined through an anthropological framework that sheds light on the problems of salvation narratives (Abu Lughod). The course ends with a look at the unique history of Islam in America, particularly the tension between immigrant and African-American communities

MDES GU4627 Significant Others. 4.00 points.

What is the relationship between homoeroticism and homosociality? How does this relationship form conceptions of gender and sexuality in ways that might be historically unfamiliar and culturally or regionally specific? We pursue these questions through the lens of friendship and its relationship to ideas and expressions of desire, love, and loyalty in pre-modern times. We begin by considering the intellectual basis of the modern idea of friendship as a private, personal relationship, and trace it back to earlier times when it was often a public relationship of social and political significance. Some of these relationships were between social equals, while many were unequal forms (like patronage) that could bridge social, political or parochial differences. Thinking through the relationships and possible distinctions between erotic love, romantic love and amity (love between friends), we will draw on scholarly works from a variety of disciplinary perspectives, particularly philosophy, sociology, political theory, literature, history, and art history. We will attend to friendship's work in constituting, maintaining and challenging various social and political orders in a variety of Asian contexts (West, Central, South and East Asian), with comparative reference to scholarship on European and East Asian contexts. Primary source materials will include philosophy, religious manuals, autobiographies, popular love stories, heroic epics, mystical poetry, mirror for princes, paintings, material objects of exchange, and architectural monuments, largely from Islamic and Asian contexts

MDES GU4629 Transregional. 4.00 points.

History, Politics, Literature, Society – all these are studied as within national, or, at best, regional frames. What other scales and approaches might be appropriate to the study of particular phenomena or categories in the past, as well as some of the challenges of the present? This course introduces advanced undergraduates and graduate students to transregional studies. We explore topics, approaches, methods, problems, and disciplines through which we can cross the regions, particularly the regions of MESAAS. Case studies will consider thinking through and with oceanic studies, circulation, diaspora, shared hermeneutical traditions, lingua francas and their stories (world literatures?), and connected histories to rethink concepts of societies, collective affiliations, cosmopolitanism, and world history. Undergraduates must have taken at least one of the following: Intro to Islamic Civ (UN 2003), Intro to Indian Civ (UN 2357), African Before Colonialism (UN 2915), Societies and Cultures across the Indian Ocean (UN 3445), or some equivalent (check with me)

RELI GU4637 TALMUDIC NARRATIVE. 4.00 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 answers – to the questions, how are we to view Talmudic narrative generally, both as literature and as cultural artifact?

Fall 2025: RELI GU4637

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4637	001/00463	T 2:10pm - 4:00pm 308 Diana Center	Beth Berkowitz	4.00	9/20

HIST GU4708 Topics in Ottoman History, 1300–1800. 4.00 points.

The Ottomans ruled Southeast Europe, the Middle East, North Africa, and Anatolia for nearly half a millennium. The objective of this seminar is to explore the rich and growing literature on the social, cultural, political, and economic history of this bygone empire, whose legacy still persists, in one way or another, in some twenty-five contemporary successor states from the Balkans to the Arabian Peninsula. The seminar is designed to contextualize the Ottoman experiences within the broader structures of global and regional histories during the late-medieval and early modern eras. Each week, we will focus on a particular theme, assess the current state of scholarship on the topic, and reflect upon a specific set of primary sources useful for the study of the issue. The themes we will explore include, but are not limited to, identities and mentalities, governance of the empire and its bureaucracy, the status of minorities and confessional politics, literacy and the use of the public sphere, legal culture and pluralism, the environment, and science and technology. Please be advised that this seminar will avoid the mere chronological narrative of Ottoman political and institutional history, which often recounts the transformation from the 'terror of Europe' to its 'Sick Man.' Throughout the course, we will emphasize the gradually evolving nature of the multi-layered, multi-ethnic, and multi-lingual Ottoman polity, society, and culture to challenge such essentialist and ahistorical assessments of past Ottoman experiences

Fall 2025: HIST GU4708

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4708	001/12949	W 10:10am - 12:00pm 311 Fayerweather	Tunc Sen	4.00	13/13

HIST GU4709 Race and Enslavement in the Middle East. 4.00 points.

This research seminar explores the nexus between race and enslavement in the Middle East and broader Indian Ocean world. This course will re-envision the contours of the Middle East as part of a larger geography that extends beyond Southwest Asia and North Africa, highlighting its deep ties to what is often called "Black Africa." It also looks at Blackness within the Middle East and examines its long history of belonging, exchange, and migration. It investigates the kinds of knowledge production required to erase these ties and connections, and to produce a vaguely "brown" racial sphere that both homogenizes the Middle East and removes any references to Blackness from its history and societies. Throughout the course, we will probe the memories and legacies of enslavement across the Middle East and Indian Ocean world. How has enslavement and the lives of those enslaved been remembered, defined, written about, and narrated in both academic and non-academic texts? What were the factors that enabled remembering or forgetting these pasts and the people's lives they controlled? And how do these narratives relate to the questions of race? This course considers narratives and their afterlives from throughout North Africa, the Nile Valley, West Asia, and South Asia

Fall 2025: HIST GU4709

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4709	001/12951	W 10:10am - 12:00pm 569 Alfred Lerner Hall	Beeta Baghoolizadeh	4.00	4/10

HIST GU4711 OCCULT IN THE MUSLIM PAST. 4.00 points.

This seminar is designed to explore the rich but sorely understudied occult scientific lore in the pre-modern Islamic world. For over a millennium, from the seventh through even the twenty-first century, and spanning a broad geographical spectrum from the Nile to Oxus, different forms and praxis of occult scientific knowledge marked intellectual and political endeavors, everyday lives and customs, and faith-based matters of individuals constituting the so-called Islamic world. However, despite the impressive array of textual, material, and visual sources coming down to us from the Muslim past, the topic has been severely marginalized under the post-Enlightenment definitions of scientific knowledge, which also shaped how the history of sciences in the Islamic world was written in the last century. One of this seminar's main objectives is to rehabilitate such biased perspectives through a grand tour of occult knowledge and practice appealed in the pre-modern Muslim world. Over the semester, by relying on a set of secondary studies and translated primary sources, we will revisit the question of the marginalization of Islamic occult sciences, explore the actors' definitions and discussions about the epistemic value of these sciences, trace their social and political implications in everyday life and imperial politics, and examine the key textual, technical, and material aspects of the occult tradition. In several of our sessions, we will have hands-on practice to better familiarize ourselves with the instructed techniques and methods in different branches of occult sciences. We will also regularly visit the Columbia University Rare Book & Manuscript Library to view texts and materials available in our collection

Spring 2025: HIST GU4711

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4711	001/11630	M 2:10pm - 4:00pm 311 Fayerweather	Tunc Sen	4.00	12/15

HIST GU4716 Imag(in)ing the Ottoman Empire: A visual history, 18th-20th centuries. 4.00 points.

"Imag(in)ing the Ottoman Empire: A visual history, 18th-20th centuries" is an undergraduate/graduate seminar focusing on visual representations of the Ottoman Empire during the last two centuries of its existence, from the early eighteenth to the early twentieth century. The objective is to study the development of visual representations both by and about the Empire, from Ottoman miniatures to early European paintings, and from the surge of Western illustrated magazines to the local uses of photography. The seminar's chronological thread will be complemented by a thematic structure designed to explore different aspects and influences concerning the production and diffusion of images: curiosity, documentation, exoticism, propaganda, orientalism, modernity, self-fashioning, eroticism, policing, to name just a few

Spring 2025: HIST GU4716

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4716	001/17266	T 4:10pm - 6:00pm 602 Northwest Corner	Edhem Eldem	4.00	9/18

HIST GU4721 Archaeology and Heritage in the Ottoman Lands in the Long 19th Century. 4.00 points.

"Archaeology and Heritage in the Ottoman Lands" is an undergraduate/graduate seminar focusing on archaeology, museology, and the notion of heritage throughout the lands under Ottoman rule during the 'long' nineteenth century. The objective is to critically reassess the nature of Western antiquarian and archaeological endeavors, and to focus on the local dimension of the question to fill numerous gaps and inconsistencies in the 'grand narrative' of Near Eastern archaeology and heritage

Fall 2025: HIST GU4721

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4721	001/10330	W 4:10pm - 6:00pm 311 Fayerweather	Edhem Eldem	4.00	12/17

HIST GU4736 Ottoman Westernization and Orientalism in the Long 19th Century. 4.00 points.

"Ottoman Westernization and Orientalism in the Long 19th Century" is an undergraduate/graduate seminar focusing on the intricate relationship between Westernization and Orientalism in the context of the Ottoman Empire. Based on the assumption that these two concepts cannot be dissociated from one another, it sets out to explore Western/Orientalist perceptions of the empire, Ottoman efforts to Westernize, the emergence of Ottoman Orientalism, and other local reactions such as Occidentalism and anti-Westernism

Fall 2025: HIST GU4736

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4736	001/10329	W 12:10pm - 2:00pm 311 Fayerweather	Edhem Eldem	4.00	14/17

HIST GU4743 MANUSCRIPTS OF THE MUSLIM WORLD. 4.00 points.

This course is designed to provide the foundations for exploring the rich and fascinating history of Islamic manuscripts from the 9th through the 19th century. Its structure is shaped mainly by thematic considerations in a notable chronological fashion. The meetings amount to a series of "cuts" through the topic and cover themes such as the paper revolution, authorship, scribal culture, technologies of book production, readers and their notes, libraries and book collections, or textual as well as extra-textual components of manuscripts. Over the semester, we will study key material, textual, and visual elements of Islamic book culture spanning many centuries and continents, and visit major historiographical questions on the millennium-long history of Islamic manuscript tradition before the widespread adoption of print technology

SOCI GU4801 Israel and the Palestinians. 4.00 points.

The seminar will examine the main political, economic, and social processes that have been shaping contemporary Israel. The underlying assumption in this seminar is that much of these processes have been shaped by the 100-year Israeli-Arab/Palestinian conflict. The first part of the course will accordingly focus on the historical background informing the conflict and leading to the Palestinian refugee problem and establishment of a Jewish, but not Palestinian, state in 1948. The second part of the seminar focuses on Israel's occupation of the West Bank (and Gaza) and the settlement project, as well as on USA's role and its impact on the conflict, the occupation, and Israel. These topics did not get much academic attention until recently, but as researchers began to realize that the Occupation and the West Bank settlements are among the most permanent institutions in Israel, they have come under the scrutiny of academic research. The third part the seminar will concentrate on the development of the conflict after the establishment of Israel and its effects on sociological processes and institutions in contemporary Israel. Analyzing patterns of continuity and change in the past seven decades, we will discuss immigration and emigration patterns, as well as issue relating to ethnicity, gender, religion and politics, and the Israeli military

Spring 2025: SOCI GU4801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 4801	001/11483	M 2:10pm - 4:00pm 317 Hamilton Hall	Yinon Cohen	4.00	20/20

POLS GU4845 NAT SECURITY STRAT OF MID EAST. 4.00 points.

At the crossroads of three continents, the Middle East is home to many diverse peoples, with ancient and proud cultures, in varying stages of political and socio-economic development, often in conflict. Following the Arab Spring and subsequent upheaval in Egypt, Syria, Iraq, Yemen, Libya and more, the region is in a state of historic flux. The Sunni-Shia rivalry, especially between Saudi Arabia and Iran, growing Iranian-Israeli conflict, population explosion, poverty and authoritarian control, Russian ascendancy and US retrenchment, are the primary regional drivers today. Together, these factors have transformed the Middle Eastern landscape, with great consequence for the national security of the countries of the region and their foreign relations. The primary source of the world's energy resources, the Middle East remains the locus of the terror-WMD-fundamentalist nexus, which continues to pose a significant threat to both regional and international security. The course surveys the national security challenges facing the regions primary players (Egypt, Saudi Arabia, Iran, Iraq, Syria, Lebanon, Jordan, Israel, the Palestinians and Turkey,) and how the convolutions of recent years have affected them. Unlike many Middle East courses, which focus on US policy in the region, the course concentrates on the regional players perceptions of the threats and opportunities they face and the strategies they have adopted to deal with them. It thus provides an essential vantage point for those interested in gaining a deeper understanding of a region, which stands at the center of many of the foreign policy issues of our era. The course is designed for those with a general interest in the Middle East, especially those interested in national security issues, students of comparative politics and future practitioners, with an interest in real world international relations and national security

Fall 2025: POLS GU4845

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 4845	001/16074	M 4:10pm - 6:00pm 711 International Affairs Bldg	Charles Freilich	4.00	22/20

MDES GU4952 Leaving the Ottoman Empire: Ottoman Americans. 4.00 points.

This course will examine the experience of Ottoman American communities before, during, and after their migration to the United States, with a particular focus on Ottoman Armenians pre- and post-genocide. Through close readings of the scholarship on Ottoman Armenian, Turkish, Jewish, Arab, and Greek immigration, we will ask: what global forces compelled Ottoman journeys to America (e.g. economic opportunity, Christian imperialism, state-sponsored violence, interethnic strife)? And what ideologies informed the way these migrants were received in a new country (e.g. nativism, nationalism, Orientalism, philhellenism)? In answering these questions and raising new ones, we will also aim to understand how Ottoman American immigration stories both fit into and challenge the existing scholarship on "American immigration" as well as race, whiteness, and citizenship studies. Throughout the course, we will pay special attention to the experience of Ottoman American immigrants in New York City through field trips, museums, and other primary and secondary source materials

Spring 2025: MDES GU4952

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 4952	001/19028	T 12:10pm - 2:00pm 403 Knox Hall	Nora Lessersohn	4.00	9/20

JWST GU4990 Topics in Jewish Studies. 4.00 points.

This course approaches Jewish Studies from theoretical and pedagogical standpoints. In addition to looking back at ancient, medieval and Early Modern approaches to the study of Jewish topics and examining the theoretical, historical and religious underpinnings of Jewish Studies as a modern discipline, we will also read theoretical writings from related disciplines. The course will balance these materials with pedagogical materials and exercises. Faculty from disciplines related to Jewish Studies will visit the seminar to offer perspectives on current approaches to the field, and the class will visit the Rare Book and Manuscript Library with Jewish Studies Librarian Michelle Chesner. This course is required for students in the Jewish Studies MA program. It is open to graduate students, and advanced undergraduates may register with permission from the instructor. Please note that faculty visits will be added to the syllabus as they are scheduled

Fall 2025: JWST GU4990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
JWST 4990	001/10942	Th 12:10pm - 2:00pm 501 International Affairs Bldg	Isabelle Levy	4.00	9/12

Asian Civilizations

ASCE UN1002 INTRO MAJOR TPCS: EAST ASIAN. 4.00 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

ASCE UN1359 INTRO TO EAST ASIAN CIV: CHINA. 4.00 points.

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

Prerequisites: NOTE: Students must register for a discussion section, ASCE UN1360 The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions

Fall 2025: ASCE UN1359

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1359	002/15628	T Th 1:10pm - 2:25pm 503 Hamilton Hall	Gavin Healy	4.00	29/30

ASCE UN1361 INTRO EAST ASIAN CIV: JPN. 4.00 points.

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

Prerequisites: NOTE: Students must register for a discussion section ASCE UN1371 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

Spring 2025: ASCE UN1361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/11669	T Th 10:10am - 11:25am 331 Uris Hall	Paul Kreitman	4.00	29/35

Fall 2025: ASCE UN1361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1361	001/14289	T Th 1:10pm - 2:25pm 407 Mathematics Building	Ekaterina Komova	4.00	27/30

ASCE UN1363 INTRO TO EAST ASIAN CIV: KOREA. 4.00 points.

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

Prerequisites: NOTE: Students must register for a discussion section, ASCE UN1366 The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts

Spring 2025: ASCE UN1363

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1363	001/11663	M W 1:10pm - 2:25pm 717 Hamilton Hall	Jungwon Kim	4.00	59/55

ASCE UN1365 INTRO EAST ASIAN CIV: TIBET. 4.00 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 2025: ASCE UN1365

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1365	001/15613	T Th 4:10pm - 5:25pm 307 Uris Hall	Lauran Hartley	4.00	37/40

ASCE UN1367 INTRO EA CIV: VIETNAM. 4.00 points.

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

Corequisites: ASCE UN1377

Corequisites: ASCE UN1377 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 kingship over the 2nd millennium CE. We begin by exploring ethnolinguistic diversity of the Red River plain over the first millenium BCE, culminating in the material bronze culture known as the Dong Son. We then turn towards the introduction of high sinitic 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 2025: ASCE UN1367

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1367	001/10922	M W 4:10pm - 5:25pm 516 Hamilton Hall	John Phan	4.00	42/40

ASCE UN1371 INTRO EAST ASIAN CIV: JAPAN-DIS. 0.00 points.

Spring 2025: ASCE UN1371

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1371	001/18878	T 4:10pm - 5:00pm 201d Philosophy Hall	Andrew Kahn	0.00	14/17
ASCE 1371	002/18879	Th 6:10pm - 7:00pm 327 Uris Hall	Andrew Kahn	0.00	15/18

Fall 2025: ASCE UN1371

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1371	001/16920	T 5:10pm - 6:00pm 317 Hamilton Hall	Xiaoke Yang	0.00	13/15
ASCE 1371	002/16921	W 4:10pm - 5:00pm 327 Uris Hall	Xiaoke Yang	0.00	15/16

ASCE UN1375 INTRO EAST ASIAN CIV: TIBET-DIS. 0.00 points.

Fall 2025: ASCE UN1375

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1375	001/16944	M 12:10pm - 1:00pm 201b Philosophy Hall	Caitlin Hayes	0.00	13/15
ASCE 1375	002/16945	F 10:10am - 11:00am 423 Kent Hall	Caitlin Hayes	0.00	6/15
ASCE 1375	003/16946	Th 6:10pm - 7:00pm 606 Lewisohn Hall	Lingran Xie	0.00	15/15
ASCE 1375	004/16947	F 2:10pm - 3:00pm 423 Kent Hall	Lingran Xie	0.00	3/15

ASCE UN1377 INTRO EAST ASIAN CIV-VIETNAM DISC. 0.00 points.

Corequisites: ASCE UN1367

Corequisites: ASCE UN1367 Required discussion section to be taken with ASCE W 1367 - Intro to East Asian Civilizations: Vietnam

Fall 2025: ASCE UN1377

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCE 1377	001/16968	W 6:10pm - 7:00pm 327 Uris Hall	Jiali He	0.00	14/15
ASCE 1377	002/16969	W 7:10pm - 8:00pm 327 Uris Hall	Jiali He	0.00	11/15
ASCE 1377	003/17004	Th 6:10pm - 7:00pm 201b Philosophy Hall	Euiyeon Kim	0.00	14/15
ASCE 1377	004/17005	Th 7:10pm - 8:00pm 201b Philosophy Hall	Euiyeon Kim	0.00	6/15

ASCM UN2003 INTRO TO ISLAMIC CIVILIZATION. 4.00 points.

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

Lecture and recitation. Islamic civilization and its characteristic intellectual, political, social, and cultural traditions up through 1800. Note: Students must register for a discussion section, ASCM UN2113

ASCM UN2008 CONTEMP ISLAMIC CIVILIZATION. 4.00 points.

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

Lecture and recitation. No previous study of Islam is required. The early modern, colonial, and post-colonial Islamic world studied through historical case studies, translated texts, and recent anthropological research. Topics include Sufism and society, political ideologies, colonialism, religious transformations, poetry, literature, gender, and sexuality

ASCM UN2357 INTRO TO INDIAN CIVILIZATION. 4.00 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. Students must register for a section of ASCM UN2358

Fall 2025: ASCM UN2357

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASCM 2357	001/00267	T Th 11:40am - 12:55pm 304 Barnard Hall	Rachel McDermott	4.00	54/80

HIST BC2980 WORLD MIGRATION. 3.00 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

Fall 2025: HIST BC2980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2980	001/00346	T Th 8:40am - 9:55am 328 Milbank Hall	Jose Moya	3.00	15/45

Asian Art Humanities

AHIS UN2600 THE ARTS OF CHINA. 3.00 points.

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

An introduction to the arts of China, from the Neolithic period to the present, stressing materials and processes of bronze casting, the development of representational art, principles of text illustration, calligraphy, landscape painting, imperial patronage, and the role of the visual arts in elite culture.

Spring 2025: AHIS UN2600

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2600	001/14898	T Th 11:40am - 12:55pm 807 Schermerhorn Hall	Catherine Zhu	3.00	30/30

AHIS UN2601 ARTS OF JAPAN. 3.00 points.

Introduction to the painting, sculpture, and architecture of Japan from the Neolithic period through the present. Discussion focuses on key monuments within their historical and cultural contexts

AHIS UN2602 ARTS OF JAPAN. 3.00 points.

Introduction to the painting, sculpture, and architecture of Japan from the Neolithic period through the present. Discussion focuses on key monuments within their historical and cultural contexts

AHUM UN2604 ARTS OF CHINA, JAPAN AND KOREA. 3.00 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

Spring 2025: AHUM UN2604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	001/15695	T Th 2:40pm - 3:55pm 832 Schermerhorn Hall	Yeongik Seo	3.00	22/22
AHUM 2604	002/15095	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Yi-bang Li	3.00	23/22

AHIS UN2612 A HISTORY OF CHINA IN 27 OBJECTS. 3.00 points.

This course introduces twenty-seven significant monuments and objects comprising a selective overview of 4000 years of traditional Chinese culture. Through these twenty-seven objects, we will think about historical currents, consider materials (clay, stone, bronze, lacquer, paper, silk, ink, and wood), how things were made, how these objects were used among the living, and why some of them were buried with the dead. Because analogy and metaphor is fundamental to Chinese language, we will examine visual symbols, auspicious imagery and rhetoric of resistance that had their origins in literature. The goal of the course is to raise awareness of visual clues in Chinese art and to establish basic visual literacy. After successfully completing this course you will be better able to articulate a research question, read more critically, write a visual analysis, and impress friends and family as you name a painting used in restaurant décor

AHUM UN2800 Arts of Islam, 700-1000 CE. 4.00 points.

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

This lecture course offers a comprehensive and chronological overview of the major masterpieces of art and architecture of the Muslim world between circa 700-1000 AD. Topics concerning the rise of Arabic as the official language of the new Muslim Empire and the aesthetic transformation it went from script to calligraphy, the shaping of sacred spaces and liturgical objects, rulers' iconographies and urban designs, as well as daily-life objects, will be discussed. Mecca, Madina, Jerusalem, Damascus, Fustat (old Cairo), Qayrawan, Cordoba, Baghdad, Samarra, Balkh, Bukhara and early Fatimid Cairo are the major playgrounds to illustrate particular moments of shifting powers and aesthetic paradigms in the early days of the Muslim empire, suggesting a more differentiated picture of the arts of Islam in the age of imagining a world-wide empire. The past narratives for these regions will be critically presented by both looking at the medieval sources and the modern historiographies for these regions and by highlighting the varied ideologies at play. Taking this critical vein of studying the arts of the early Muslim age, past narratives will be reconsidered, while enhancing our awareness to the complicated, if not sometimes manipulated, processes of giving works of arts meanings and values

AHUM UN2901 MASTERPIECES-INDIAN ART # ARCH. 3.00 points.

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

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

AHIS UN3503 Contemporary Arts of Africa. 4.00 points.

This course takes up a question posed by Terry Smith and applies it to Africa: "Who gets to say what counts as contemporary art?" It will investigate the impact of modernity, modernism, and increasing globalism on artistic practices with a special focus on three of the major centers for contemporary art in sub-Saharan Africa: Senegal, South Africa, Nigeria. Some of the topics covered will be: the emergence of new media (such as photography or cinema), the creation of "national" cultures, experiments in Pan-Africanism, diasporic consciousness, and the rise of curators as international culture-brokers. The course will examine the enthusiastic embrace by African artists of the biennial platform as a site for the production of contemporary art. What differential impact has French vs. British colonialism left on the arts? How are contemporary artists responding to calls for restitution on African cultural heritage?

AHIS UN3610 Visualizing Japanese Buddhism. 4 points.

It has long been recognized that Buddhism is a religion whose tenets are constantly being absorbed, reinterpreted, and disseminated through images. While artworks exist as compliments to doctrinal thought, they are also integral components to ritual and belief, and can even underpin and inspire new forms of religious thought. This course provides a multi-disciplinary approach to the study of Buddhist art in Japan. Each week, we will focus on one group of related images, studying and analyzing their basic design or composition and material. Then, we will think about their original use, how they served specific ritual functions, or how they promoted certain Buddhist teachings. Themes to be considered include the development of Japanese Buddhist art in relation to the broader East Asian context and to indigenous Japanese religions (Shinto), the role of art and architecture in promulgating larger belief systems, women as Buddhist practitioners and as commissioners of religious art projects, and the deification of historical figures. By the end of this course, students will acquire an understanding of the multiple ways people in the Japanese archipelago interpreted Buddhist art over time, and will learn to evaluate and analyze religious artworks within specific ideological frameworks.

AHIS UN3611 Korean Art in the Age of Global Encounters. 4 points.

This seminar explores the artistic developments in Korea with a focus on its encounter with the arts of China, Japan, and Europe from the fifteenth century to the present. Each class examines case studies the works of a particular artist—to examine the way in which Korean artists developed their distinctive style and established the aesthetic values in response to specific historical junctures. There will be two field trips to the Metropolitan Museum of Art and the Brooklyn Museum.

AHIS UN3613 Temples of Kyoto. 4.00 points.

Perhaps no other single institution has played a more crucial role in the development and preservation of Japanese art and other forms of visual culture than the Buddhist temple, itself an entity that has undergone significant change, particularly in the modern period. This seminar will examine Buddhist temples in the city of Kyoto, Japan's imperial capital from 794-1867 from their beginnings in the late eighth century into the early modern period. Although architecture and sculpture will be our primary areas of focus, the course will provide students with multiple, interdisciplinary perspectives on the diverse forms of institutional organization, architecture, art, and liturgy that comprise Buddhist houses of worship, with particular attention to their development in the city of Kyoto. We will take a site-specific approach, attending to the following general issues: the legacy of continental practices in such early monasteries as Hōryūji and Tōdaiji in Nara; adaptations to Japanese urban space and landscape at Tōji and Enryakuji; physical changes in temples with the introduction of new sects such as Zen and Pure Land Buddhism; and the transformation of temples in the early modern period. A week-long visit to Kyoto during the first week of November (week of election-day holiday) will be the highlight of the course. In Kyoto we will visit temples and museums to see first-hand the monuments we have studied in the course. Students will compile presentations in advance to serve as the main guides for our visit. These presentations will form a basis for final papers, which will be presented in class during the last three weeks of the semester, and which will be due in written form at the last class of the semester

Fall 2025: AHIS UN3613

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3613	001/12349	M 4:10pm - 6:00pm 806 Schermerhorn Hall	Matthew McKelway	4.00	10/12

AHIS UN3621 Rethinking Chinese Painting. 4.00 points.

This seminar reconceptualizes traditional Chinese paintings (hua) through the perspectives of medium and format. The class sections are arranged in chronological order. We will investigate the distinct formats of portable paintings from the 2nd to 18th centuries (including funerary banners, handscrolls, hanging scrolls, albums, screens, and fans) and the representations of paintings of various formats in tombs and other architectural-pictorial contexts. We will probe into the new notions and thoughts presented by the new pictorial formats, and examine how they have been conventionalized and re-developed by later works. The goal is to foreground frame, scale, surface and ground, as carriers as well as boundaries, of image in the discussions of image, and to see painting as the happenings that were schematized and realized by these external, yet also intrinsic, agents. Students will have the chance to peruse the artworks in museum visits, and are expected to do presentations that address the selected pictures with format insights. Class discussions will be both theoretical and object-oriented, exploring the depths of visual analyses on a par with methodological reflection. Reading proficiency in Chinese is recommended, but not a prerequisite

AHIS UN3623 The Wall Paintings of China. 4.00 points.

This seminar introduces the murals and screen paintings of pre-modern China, both functioned as “painted walls.” Besides examining the visual attributes of these wall paintings, it attends to their special materiality and spatiality rooted in their media—the wall and the screen—to explore their original functions and interactions with the audience. Special attention will be given to the wall paintings’ themes, motifs, spatial representations, styles, scale, media, placement, contexts of display, and audience. Students will take turns leading seminar discussions to analyze the readings for each week. Every week students will read the assigned essays and write a one or two page, double-space reflection on the content and argument. You will post your reflection with questions on Canvas the night before the seminar

Fall 2025: AHIS UN3623

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3623	001/13525	Th 4:10pm - 6:00pm 806 Schermerhorn Hall	Yi-bang Li	4.00	8/12

AHIS GU4042 AFR AMER ARTISTS IN 20/21 CENT. 3.00 points.

This course is a survey of visual production by North Americans of African descent from 1900 to the present. It will look at the various ways in which these artists have sought to develop an African American presence in the visual arts over the last century. We will discuss such issues as: what role does stylistic concern play; how are ideas of romanticism, modernism, and formalism incorporated into the work; in what ways do issues of postmodernism, feminism, and cultural nationalism impact on the methods used to portray the cultural and political body that is African America? There will be four guest lectures for this class; all will be held via zoom

MDES GU4347 Origins of Armenian Art: Creating an Identity. 4 points.

Organized around the Metropolitan Museum of Art’s international loan exhibition *Armenia!* that will be held during the fall semester 2018, the course will be an interdisciplinary exploration of the creation of a sense of self-identity for the Armenian people through its material culture. Manuscript illuminations, liturgical objects, architectural sculpture, ceramics, textiles and other media will be studied to determine the means by which the Armenian people at the level of elite and popular culture identified themselves and positioned themselves in terms of neighboring, or dominating, cultures and on the trade routes they established across the globe. Emphasis will be laid on the role of religion in Armenian self-identification. Relevant works from other cultures in the Museum’s encyclopedic collections will be used for comparative study. Students will do a paper on an Armenian work selected from the exhibition and present an aspect of their research in class. Hands on experience with the Museum’s works of art will allow consideration of means of manufacture as well as style and iconography.

AHIS GU4762 Art and Archaeology of Immigrants in Chinese History. 4.00 points.

This seminar examines the art and archaeology of immigrants and immigrant communities in pre-modern China. Since the beginning of China’s dynastic history around the first millennium BCE, people from surrounding regions and even further afield have consistently moved into the Chinese heartland. These groups include not only nomads from the Mongolian steppes and the Tibetan Plateau, but also merchants, missionaries, and Muslims arriving via the so-called “Silk Roads”—a network of land and sea routes connecting China to the rest of the Eurasian continent (India, Persia, Central Asia, etc.). In certain periods, descendants of the Chinese diaspora and refugees in frontier regions also played significant roles in Chinese history. This seminar focuses on the archaeological remains and artistic expressions of these immigrants, as well as their interactions with native Chinese art and culture. Topics covered range from painting, sculpture, and calligraphy to crafts and architecture

Fall 2025: AHIS GU4762

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4762	001/12357	W 4:10pm - 6:00pm 806 Schermerhorn Hall	Jin Xu	4.00	7/12

Asian Humanities

AHUM UN1399 COLLOQUIUM ON MAJOR TEXTS: MIDDLE EAST/INDIA. 4.00 points.

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

This seminar is an exploration of some "great books" from the Middle East and South Asia. We will read books, plays, stories, and poems in English translation that were originally written in Arabic, Persian, Bangla, Sanskrit. From the Thousand and One Nights to an Arabic epic about a warrior princess to the Bhagavad Gita, we will examine themes of storytelling, gender, politics, and the nature of divinity. With the exception of one Sudanese novel, we will be focusing on texts from the premodern period, and our focus will be on how to interpret texts, develop arguments about those texts, and learning about cultures of reading and writing in the past

Spring 2025: AHUM UN1399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1399	001/00249	T 9:00am - 10:50am 404 Milstein Center	Nathanael Shelley	4.00	18/20
AHUM 1399	002/00246	Th 4:10pm - 6:00pm 207 Milbank Hall	Rohini Shukla	4.00	25/30
AHUM 1399	003/11369	T 4:10pm - 6:00pm 103 Knox Hall	Wael Hallaq	4.00	23/22
AHUM 1399	004/15293	M 10:10am - 12:00pm 301 Hamilton Hall	Sarah bin Tyer	4.00	19/22

Fall 2025: AHUM UN1399

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1399	001/00400	T 10:10am - 12:00pm 214 Milbank Hall	Nathanael Shelley	4.00	17/20
AHUM 1399	002/10599	M 2:10pm - 4:00pm 309 Hamilton Hall	Elaine van Dalen	4.00	19/20

AHUM UN1400 COLLOQUIUM ON MAJOR TEXTS. 4.00 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

Spring 2025: AHUM UN1400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/11658	M 2:10pm - 4:00pm 613 Hamilton Hall	Seong-Uk Kim	4.00	21/20
AHUM 1400	002/00576	W 2:10pm - 4:00pm 119 Milstein Center	David Moerman	4.00	19/20
AHUM 1400	003/17289	T 4:10pm - 6:00pm 222 Pupin Laboratories	Yifan Zhang	4.00	23/25

Fall 2025: AHUM UN1400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 1400	001/10915	W 12:10pm - 2:00pm 424 Kent Hall	Allison Bernard	4.00	24/25
AHUM 1400	002/10916	T 4:10pm - 6:00pm 411 Kent Hall	John Phan	4.00	28/25
AHUM 1400	003/10917	M 2:10pm - 4:00pm 411 Kent Hall	Seong-Uk Kim	4.00	26/25
AHUM 1400	004/10918	T 2:10pm - 4:00pm 707 Hamilton Hall	Michael Como	4.00	24/25
AHUM 1400	005/00389	W 2:10pm - 4:00pm 119 Milstein Center	David Moerman	4.00	11/25
AHUM 1400	006/15629	Th 2:10pm - 4:00pm 522c Kent Hall	Yifan Zhang	4.00	19/20
AHUM 1400	007/15626	M 4:10pm - 6:00pm 507 Hamilton Hall	Guoying Gong	4.00	16/21

AHUM UN2604 ARTS OF CHINA, JAPAN AND KOREA. 3.00 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

Spring 2025: AHUM UN2604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHUM 2604	001/15695	T Th 2:40pm - 3:55pm 832 Schermerhorn Hall	Yeongik Seo	3.00	22/22
AHUM 2604	002/15095	M W 1:10pm - 2:25pm 832 Schermerhorn Hall	Yi-bang Li	3.00	23/22

AHUM UN2800 Arts of Islam, 700-1000 CE. 4.00 points.

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

This lecture course offers a comprehensive and chronological overview of the major masterpieces of art and architecture of the Muslim world between circa 700-1000 AD. Topics concerning the rise of Arabic as the official language of the new Muslim Empire and the aesthetic transformation it went from script to calligraphy, the shaping of sacred spaces and liturgical objects, rulers' iconographies and urban designs, as well as daily-life objects, will be discussed. Mecca, Madina, Jerusalem, Damascus, Fustat (old Cairo), Qayrawan, Cordoba, Baghdad, Samarra, Balkh, Bukhara and early Fatimid Cairo are the major playgrounds to illustrate particular moments of shifting powers and aesthetic paradigms in the early days of the Muslim empire, suggesting a more differentiated picture of the arts of Islam in the age of imagining a world-wide empire. The past narratives for these regions will be critically presented by both looking at the medieval sources and the modern historiographies for these regions and by highlighting the varied ideologies at play. Taking this critical vein of studying the arts of the early Muslim age, past narratives will be reconsidered, while enhancing our awareness to the complicated, if not sometimes manipulated, processes of giving works of arts meanings and values

AHUM UN2901 MASTERPIECES-INDIAN ART # ARCH. 3.00 points.

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

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

AHIS UN3101 The Public Monument in Antiquity. 4.00 points.

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 (west Asia), Egypt, and Greece. Public monuments will be studied in conjunction with ancient texts (in translation) as well as historical criticism, archaeological and art historical theories. The seminar considers ancient monuments in relation to, and in the context of, modern concepts of monuments, history and heritage and the debates surrounding them. The seminar also introduces these methodologies and debates to students

THTR UN3156 MODERN ASIAN PERFORMANCE. 4.00 points.

This course studies contemporary Asian performance with a focus on modernity, covering most nations on the Asian continent. We will examine a variety of performance, ranging from dance to revolutionary theatre, from postdramatic staging to translated as well as made-in-Asia musicals. Theoretical questions under discussion include modernity, national/ethnic/gender identity, art and ideology, the Sinophone, global Asias, among others. Fulfills lecture/seminar requirement in Theatre/Drama and Theatre Arts major and minor programs

AHUM UN3830 COLL ON MODERN EAST ASIA TEXTS. 4.00 points.

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

Prerequisites: AHUM V3400 is recommended as background.

Prerequisites: AHUM UN3400 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

AHIS BC3976 JAPANESE PHOTOGRAPHY. 4.00 points.

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

Spring 2025: AHIS BC3976

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 3976	001/00721	Th 10:10am - 12:00pm 501 Diana Center	Jonathan Reynolds	4.00	9/12

AHIS GU4062 Chinese Art: Center and Periphery. 3.00 points.

This course introduces you to the rich and diverse tradition of Chinese art by focusing on materials and techniques. We will discuss a wide array of artistic media situated in distinct cultural contexts, examining bronzes, jade, ceramics, paintings, sculptures, and textiles in the imperial, aristocratic, literary, religious, and commercial milieus in which they were produced. In addition to developing your skills in visual-material analysis, this course will also acquaint you with the diverse cultures that developed in China's center and periphery during its five thousand (plus) years of history. Emphasis will be placed on understanding how native artistic traditions in China interacted with those in regions such as the Mongolian steppe, Tibetan plateau, and Central Asia

Fall 2025: AHIS GU4062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4062	001/12353	M W 2:40pm - 3:55pm 612 Schermerhorn Hall	Jin Xu	3.00	39/60

Asian Music Humanities

MPP UN1551 WORLD MUSIC ENSEMBLE. 1.00 point.

In collaboration with the Center for Ethnomusicology, MESAAS, Institute for Medieval Japanese Studies and the Louis Armstrong Jazz Performance Program, the Music Performance Program (MPP) offers students the opportunity to participate in various world music ensembles: Arab Music, Bluegrass, Japanese Gagaku/Hogaku, Klezmer and Latin American Music. Each ensemble requires different levels of experience, so please refer to the World Music section of the Music Performance Program website for more info. Please note the Latin American Music Ensemble focuses on two different Latin music traditions: The Afro-Cuban Ensemble meets in the Fall and the Brazilian Ensemble meets in the Spring.

Spring 2025: MPP UN1551

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1551	001/12134		James Kerr	1.00	6/25
MPP 1551	002/12137		Alicia Lindsey	1.00	7/25
MPP 1551	003/12140		Adam Robinson	1.00	2/25
MPP 1551	004/12143		Yumi Kurosawa	1.00	5/25
MPP 1551	005/12192		Jeff Warschauer	1.00	6/25
MPP 1551	006/12197		Vince Cherico, Leo Traversa	1.00	14/25
MPP 1551	007/12205	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	19/18

Fall 2025: MPP UN1551

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1551	001/11884		Hilary Hawke	1.00	3/25
MPP 1551	002/11885		Alicia Lindsey	1.00	3/25
MPP 1551	003/11886		Adam Robinson	1.00	1/25
MPP 1551	004/11887		Yumi Kurosawa	1.00	7/25
MPP 1551	005/11888		Jeff Warschauer	1.00	3/25
MPP 1551	006/11889		Vince Cherico, Leo Traversa	1.00	14/25
MPP 1551	007/12893	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	12/18

MUSI UN2030 JEWISH MUSIC IN NEW YORK. 3.00 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 hazzanut to hip-hop. 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 2025: MUSI UN2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2030	001/10772	M W 11:40am - 12:55pm 716 Hamilton Hall	Tina Fruehauf	3.00	7/25
MUSI 2030	AU1/19778	M W 11:40am - 12:55pm Othr Other	Tina Fruehauf	3.00	3/2

JWST UN2155 Music, Sound, and Antisemitism. 3.00 points.

From the Middle Ages to the present, individuals involved in making and writing about music, have engaged in behaviors, creations, and discourses steeped in hatred of Jews. This course examines the various ways in which these individuals have used music to perform and inscribe, symbolize, describe, and editorialize antisemitism. In so doing, it focuses on musicking—a term that encompasses all musical activity from composing to performing to listening—in the realms of art music, popular music, and non-Western traditions, as well as of genres that synthesize different styles. It also draws on sound, including language and speech as well as writings such as Wagner's *Judenthum in der Musik* (1848–50/69) and Carl Engel's *The Music of the Most Ancient Nations* (1864). All of these will serve as a window through which to address the types of Jew-hatred that have become known since the mid-nineteenth century as antisemitism—religious, national and ethnic, political, populist, economic, and institutional—as well as hate speech or “hate talk” and the Jewish responses to it. A basic familiarity with music is helpful for this course, but it is not required as long as there is an openness to listening to music and a commitment to basic aural analysis. You do not need to know Jewish history to take this class, nor do you need to be able to read music. Translations will be provided, and musical analysis will be well explained. Suggested prerequisites: Music Humanities (Columbia University) or An Introduction to Music (Barnard)

AHMM UN3320 MUSIC IN EAST ASIA. 3.00 points.

A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations

Spring 2025: AHMM UN3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3320	001/10799	M W 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	27/25
AHMM 3320	002/10803	M W 5:40pm - 6:55pm 622 Dodge Building	George Murer	3.00	27/25
AHMM 3320	003/10804	T Th 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	29/25
AHMM 3320	004/10805	T Th 5:40pm - 6:55pm 622 Dodge Building	Kathryn Cooke	3.00	27/25

AHMM UN3321 MUSICS OF INDIA # WEST ASIA. 3.00 points.

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

Fall 2025: AHMM UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3321	001/10756	M W 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	24/25
AHMM 3321	002/10757	M W 8:40am - 9:55am 622 Dodge Building	Gabriel Lavin	3.00	25/25
AHMM 3321	003/10758	T Th 10:10am - 11:25am 622 Dodge Building	Nandini Banerjee-Datta	3.00	25/25
AHMM 3321	004/10759	T Th 5:40pm - 6:55pm 622 Dodge Building	Nina Fukuoka	3.00	23/25

MUSI GU4113 Medieval Mediterranean Love Songs. 4.00 points.

This seminar will focus on love poetry in the medieval western Mediterranean. Readings will consist primarily of medieval lyric in Old Occitan, Galician Portuguese, Old French, Italian, and Castilian in conversation with concurrent kindred forms of the lyric in classical Arabic and medieval Hebrew from medieval Iberia and Italy. Most weeks will include listening examples but a background in music is not a prerequisite. All texts will be available in translation; originals will also be made available. We will emphasize close reading and analysis, often addressing the relationship between text and music

Under Construction

Biological Sciences

biology.barnard.edu

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The Field 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 the 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 cutting edge equipment, and interpret data. 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

- Demonstrate an appreciation of the many different life forms on planet Earth.
- Discuss a biological phenomenon from many different levels of organization (e.g., discuss HIV from the perspective of structure to 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 an 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.

Programs of Study

Major in Biology

There are five major tracks (i.e. concentrations):

General Biology

Cellular and Molecular Biology

Physiological and Organismal Biology

Ecological and Evolutionary Biology

Computational Biology

Minor in Biology

Student Advising

Advising Resources

- To ask questions about the biology major or minor, contact the associate chair.
- To join the BiologyStudents mailing list, contact the department administrator.

- To view a summary and side by side comparison of the major tracks, view the ["Biology Major Tracks Overview" webpage](#).
- To see which courses commonly fulfill major and minor requirements, check the ["Biology Major Requirements" webpage](#).
- To learn more about major advising, visit the ["Major Advising" webpage](#).
- To learn more about news and events hosted by the biology department, visit the ["News & Events" webpage](#).
- To access various forms relevant to advising, view the ["Links to Slate Forms" webpage](#).

Guidance for First-Year Students

What biology course should I take as a first-year?

- First-year students who have prior experience in biology or who wish to fulfill major, minor, or pre-health requirements should take the 1500-level sequence of courses starting either in the fall or the spring.
 - **Fall:** BIOL BC1500 (lecture) and BIOL BC1501 (lab)
 - **Spring:** BIOL BC1502 (lecture) and BIOL BC1503 (lab)
- First-year students who do not have prior experience in biology may take non-majors courses such as BIOL BC1001.

How do I find a biology major advisor?

- When a student declares the biology major, they are assigned an advisor by the associate chair.
- Students with biology advising questions who haven't yet declared the major should reach out to the associate chair.

Enrolling in Courses

- In all lab courses, students who register are automatically placed on a waitlist. The instructor admits students off the waitlist.
- Students who wish to obtain credit for research by enrolling in BIOL BC3591-4 or BIOL BC3597 must consult the instructor.
- Upper-level courses have prerequisites. Common prerequisites include BIOL BC1500-1503 and BIOL BC2100.

Preparation for Graduate Study

For more information about graduate study, consult a biology major advisor or the associate chair.

Coursework taken outside of Barnard

Advanced Placement Credit

AP and IB credit neither fulfills the science GER nor exempts a student from any introductory course. Information about AP and IB credit is listed on the ["AP Scores by Subject" page](#) on the Barnard website.

Columbia College Courses

- [View a list of Columbia College courses accepted toward the biology major at this link.](#)
- To submit additional Columbia courses for consideration, email the associate chair with the syllabus and fill out a [degree audit change request form](#) on Slate.

Transfer Credit

- When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective

credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor.

- To submit transfer courses for consideration, email the associate chair with the syllabus and fill out a [degree audit change request form](#) on Slate.
- As written on the [Barnard website](#), "a minimum of six semester (non-summer) courses towards the major must be completed while the student is in residence at Barnard."

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a [Study Abroad Approval form](#) through Slate and obtain the approval of the associate chair.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or department representative.

Research in Biology and the Senior Capstone Project

Academic Credit for Independent Research

Students involved in independent research projects under the guidance of a faculty member at Barnard or another local institution may enroll in one of the following courses for academic credit. Before enrolling, students must consult the Barnard course instructors.

- BIOL BC3591 / BIOL BC3592 Guided Research & Seminar is a year-long course that fulfills two upper-level laboratory requirements for the biology major. This course is open to junior and senior biology majors and minors and cannot be taken at the same time as BIOL BC3593 / BIOL BC3594.
- BIOL BC3593 / BIOL BC3594 Senior Thesis Research & Seminar is a year-long course that fulfills the senior capstone requirement for the biology major. This course is open to senior biology majors and cannot be taken at the same time as BIOL BC3591 / BIOL BC3592.

- BIOL BC3597 GUIDED RESEARCH is a semester-long, variable-credit course that does not fulfill major or minor requirements. It is open to students of all class years regardless of major.

Other Research Opportunities

- Barnard students engaging in research in NYC over the summer may apply to the [Summer Research Institute \(SRI\)](#).
- Barnard students engaging in research outside of NYC over the summer may apply for a [Barnard Biology Mini Summer Research Grant](#).

The Senior Capstone Project

Students complete the Senior Capstone Experience with either of the following two options:

- Senior Seminar in Biology (BIOL BC3590), a one-semester course
- Senior Thesis Research and Seminar (BIOL BC3593 & BIOL BC3594), a yearlong course

Note: Seniors who aim to fulfill two upper-level lab requirements with BIOL BC3591 & BIOL BC3592 Guided Research and Seminar cannot take Senior Thesis Research and Seminar at the same time. Instead, they must take BIOL BC3590 Senior Seminar to complete their senior capstone experience.

Departmental Honors and Prizes

Departmental Honors

Seniors whose biology major GPAs lie within the top 20% of the graduating class may earn departmental honors.

Academic Prizes

The Spiera Family Prize

Award to a student majoring in Biology who is considered to show a promise of excellence in the field of Biology.

The Herrman Botanical Prize

Award to one or more students "toward the tuition in Botany or Botanical research."

The Constance Von Wahl Prize

Award to member of the graduating class with high qualities of character, devotion to high ideals of duty and helpfulness and effective service to fellow students and College.

OR

Prize to a student for excellence in zoology on the understanding that it be used to advance her knowledge in the field.

The Excellence in Biology Award

Prize for continued excellence in biology.

Department Chairs

Chair: Jonathan Snow (Professor)

Associate Chair: Elizabeth Bauer (Professor)

Faculty

Professors: Elizabeth Bauer, Hilary Callahan, John Glendinning, Jennifer Mansfield, Brian Morton, Jonathan Snow

Associate Professors: JJ Miranda

Assistant Professors: Alison Pischedda, Emlyn Resetarits, Allison Lopatkin (on leave)

Senior Lecturer and Introductory Lab Director: Jessica Goldstein

Lecturers: Jordan Balaban, Gabrielle Corradino, Rafael

Marcondes, Rishita Shah

Term Assistant Professor: Vincent FitzPatrick

Term Lecturers: Stephen Sturley, Kristin Presnell

Lab Associate: Sharon Li

Department Administrator: Sylvia Niemann

Senior Laboratory Manager: Basil Perkins

Introductory Lab Senior Associate Director: Henry Truong

Introductory Lab Associate Director: Abigail Gutierrez

Laboratory Specialists: Olivia Anastasio, Jesse Graves, Emma Weir

Research Assistant, Mansfield Lab: Ava Brent

Laboratory Manager, Resetarits Lab: Nick James

[Biology major requirements](#) (p. 173)

[Biology minor requirements](#) (p. 176)

Requirements for the Major

To declare a major in biology, submit a [major declaration form](#) via Slate.

There are five ways to complete a biology major. These are called "tracks."

1. General Biology (GB)
2. Cellular and Molecular Biology (C&M)
3. Physiological and Organismal Biology (P&O)
4. Ecological and Evolutionary Biology (E&E)
5. Computational Biology (CB)

All tracks within the major must fulfill common foundational and senior capstone requirements. Tracks 2-4 concentrate on a specific level of biological organization. Please refer to the [Biology Major Requirements](#) webpage to see a list of requirements for each version of the biology major.

Introductory Biology & Genetics

Every biology major must complete **ALL** of the following introductory biology and genetics courses.

Introductory Biology Fall Offerings:

BIOL BC1500	INTRO ORGANISMAL/EVOL BIOL	3.00
BIOL BC1510	BIOL BC1500 DISCUSSION SECTION (This is a co-requisite for BIOL BC1500.)	
BIOL BC1501	INTRO LAB/ORGANISMAL#EVOL BIO	2.00
BIOL BC1511	BIOL BC1501 RECITATION (This is a co-requisite for BIOL BC1501. It is asynchronous.)	

Introductory Biology Spring Offerings:

BIOL BC1502	INTRO CELL AND MOLECULAR BIOL	3.00
BIOL BC1512	BIOL BC1502 DISCUSSION SECTION (This is a co-requisite for BIOL BC1502.)	
BIOL BC1503	INTRO LAB CELLULAR#MOLEC BIO	2.00
BIOL BC1513	BIOL BC 1503 RECITATION (This is a co-requisite for BIOL BC1503. It is asynchronous.)	

Genetics Requirement (Offered Fall & Spring)

BIOL BC2100	MOLECULAR # MENDELIAN GENETICS	3.00

It is recommended, but not required, that Genetics be taken immediately after completing the 1500-level introductory sequence. Though it is a pre-requisite for many upper-level courses, it is not required for all.

Upper-Level Lecture Courses

Students must complete five upper-level lecture courses. Requirements for each track are listed below:

- **General Biology (GB):** Five upper-level lecture courses with at least one course from each of the three categories (C&M, P&O, and E&E).
- **Cell & Molecular Biology (C&M):** Four upper-level lecture courses from the C&M category + one from another category (P&O or E&E)
- **Physiology & Organismal Biology (P&O):** Four upper-level lecture courses from the P&O category + one from another category (C&M or E&E)
- **Ecology & Evolutionary Biology (E&E):** Four courses from the E&E category + one from another category (C&M or P&O)
- **Computational Biology (CB):** Four computing courses from the CB-COMP category + one course from the CB-BIOL category

Please Note:

1. Although some courses are listed in multiple categories, a student can only use a course toward one of the categories.
2. If a student completes courses that make them eligible for more than one of the five major tracks, then they may select which track is reflected on their transcript. (A student can list only one track on their transcript.)

Here is a list of courses related to each track/category:

Cellular & Molecular Biology (C&M)

BIOL BC2323	Seminar in Infectious Diseases of New York City	3.00
BIOL BC2278	EVOLUTION	3.00
BIOL BC2490	CODING IN BIOLOGY (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC2500	Programming for Scientists (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC3007	Introduction to RNA-Seq Analysis (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC3141	Advanced R in Biology (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC3304	Topics in Molecular Genetics	3.00
BIOL BC3308	INTRODUCTION TO MICROBIAL GENOMICS (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC3310	CELL BIOLOGY	3.00
BIOL BC3320	MICROBIOLOGY	3.00
BIOL BC3322	Seminar in Public Health Virology	4.00
BIOL BC3352	DEVELOPMENT	3.00
BIOL BC3356	Reproductive Biology	3.00
BIOL BC3362	MOLECULAR # CELLULAR NEUROSCIENCE	3.00
CHEM BC3282	BIOLOGICAL CHEMISTRY	3.00
BIOL UN3004	NEUROBIO I:CELLULAR # MOLECU	3.00
BIOL UN3034	Biotechnology	3.00

BIOL UN3073	CELLULAR/MOLECULAR IMMUNOLOGY	3.00
BIOL UN3310	Virology	3.00

Physiology & Organismal Biology (P&O)

BIOL BC2262	Vertebrate Biology (Physiology & Organismal Biology)	3.00
BIOL BC2280	ANIMAL BEHAVIOR	3.00
BIOL BC2500	Programming for Scientists (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC2286	STATISTICS # RESEARCH DESIGN	3.00
BIOL BC3007	Introduction to RNA-Seq Analysis (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC3320	MICROBIOLOGY	3.00
BIOL BC3352	DEVELOPMENT (OR BIOL UN3022 Developmental Biology)	3.00
BIOL BC3356	Reproductive Biology	3.00
BIOL BC3360	PHYSIOLOGY (OR BIOL UN3006 General Physiology)	3.00
BIOL BC3377	Comparative Vertebrate Anatomy	3.00
BIOL UN3005	NEUROBIO II: DEVPT # SYSTEMS	4.00
EEEE UN3011	BEHAVIOR BIOL-LIVING PRIMATES (EEEE UN1011 is NOT equivalent.)	3.00
EEEE UN3208	EXPLORATIONS IN PRIM ANATOMY	3.00
EEEE W4112	Ichthyology	3.00

Ecology & Evolutionary Biology (E&E)

BIOL BC2240	PLANT EVOLUTION # DIVERSITY	3.00
BIOL BC2262	Vertebrate Biology	3.00
BIOL BC2272	ECOLOGY	3.00
BIOL BC2278	EVOLUTION	3.00
BIOL BC2280	ANIMAL BEHAVIOR	3.00
BIOL BC2286	STATISTICS # RESEARCH DESIGN	3.00
BIOL BC2500	Programming for Scientists (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC2851	PLANTS AND PROFITS:THE GLOBAL POWER OF B	4.00
BIOL BC3007	Introduction to RNA-Seq Analysis (This course cannot fulfill the breadth requirement.)	3.00
BIOL BC3320	MICROBIOLOGY	3.00
BIOL BC3322	Seminar in Public Health Virology	4.00
BIOL BC3377	Comparative Vertebrate Anatomy	3.00
BIOL BC3380	APPLIED ECOLOGY AND EVOLUTION	3.00
EEEE UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL	3.00
EEEE UN3087	CONSERVATION BIOLOGY	3.00
EEEE UN3220	THE EVOL OF HUM GROWTH # DEVPT	3.00
EEEE W4110	Coastal and Estuarine Ecology	4.00
EEEE GU4111	Ecosystem Ecology and Global Change	3.00

Computational Biology - Computing (CB-COMP)

BIOL BC2490	CODING IN BIOLOGY	3.00
BIOL BC2500	Programming for Scientists (This is a topics course. Each topic involves a different programming language and counts as an independent course.)	3.00
BIOL BC2841	LAB-PLANT EVOLUTION # DIVERSITY	3.00

BIOL BC2851	PLANTS AND PROFITS:THE GLOBAL POWER OF B	4.00
BIOL BC3007	Introduction to RNA-Seq Analysis	3.00
BIOL BC3308	INTRODUCTION TO MICROBIAL GENOMICS	3.00
BIOL BC3141	Advanced R in Biology	3.00
BIOL BC3590	SR SEM IN BIOLOGY (Only the Bacteria by Design topic for this course will fulfill an elective requirement. If this class is used to fulfill the elective requirement, this class may NOT count toward the senior capstone experience.)	4.00
EESC BC3050	BIG DATA WITH PYTHON	3.00
EESC GU4050	GLOBAL ASSMT-REMOTE SENSING	3.00
COMS W3134	Data Structures in Java	3.00
CBMF W4761	COMPUTATIONAL GENOMICS	3.00

Computational Biology - Biology (CB-BIOL)

BIOL BC3304	Topics in Molecular Genetics	3.00
BIOL BC3310	CELL BIOLOGY	3.00
BIOL BC3320	MICROBIOLOGY	3.00
BIOL BC3352	DEVELOPMENT	3.00
BIOL BC3360	PHYSIOLOGY	3.00
BIOL BC3362	MOLECULAR # CELLULAR NEUROSCIENCE	3.00
BIOL BC3380	APPLIED ECOLOGY AND EVOLUTION	3.00

Upper-Level Laboratory Courses

Students pursuing the GB, C&M, P&O, or E&E track are required to take THREE upper-level lab courses

- Barnard Biology upper-level labs have course numbers greater than BIOL BC2100.
- GB, C&M, P&O, and E&E students may take ANY upper-level Barnard Biology lab courses for which they meet the pre- or co-requisites.
- GB, C&M, P&O, and E&E students may count one and only one CB-Comp course as an upper-level lab course. This course cannot simultaneously count toward the upper-level elective requirement.

Commonly Offered Upper-Level Lab Courses

BIOL BC2281	LABORATORY IN ANIMAL BEHAVIOR
BIOL BC2801	Laboratory in Genetics
BIOL BC2841	LAB-PLANT EVOLUTION # DIVERSITY
BIOL BC2873	LABORATORY IN ECOLOGY
BIOL BC3303	LAB IN MOLECULAR BIOLOGY
BIOL BC3305	PROJECT LAB IN MOLECULAR GENETICS (Yearlong course with BIOL BC3306)
BIOL BC3306	PROJECT LAB MOLECULAR GENETICS (Yearlong course with BIOL BC3305)
BIOL BC3311	LABORATORY IN CELL BIOLOGY
BIOL BC3321	LABORATORY IN MICROBIOLOGY
BIOL BC3354	LABORATORY IN EMBRYOLOGY
BIOL BC3361	LABORATORY IN PHYSIOLOGY
BIOL BC3363	LAB IN MOLEC # CELL NEUROSCI
BIOL BC3591	GUIDED RESEARCH # SEMINAR (Yearlong course with BIOL BC3592)
BIOL BC3592	GUIDED RESEARCH # SEMINAR (Yearlong course with BIOL BC3591)

Students in non-Computational Biology major tracks may count ONE (and only one) Barnard biology CB-Comp elective course as a lab. Any course taken for lab credit will not count toward the elective requirement. Computational biology elective courses that can count as a lab requirement include:

BIOL BC2490	CODING IN BIOLOGY
BIOL BC2500	Programming for Scientists
BIOL BC3007	Introduction to RNA-Seq Analysis
BIOL BC3308	INTRODUCTION TO MICROBIAL GENOMICS

Students pursuing the Computational Biology track are required to take ONE upper-level lab from the following list.

Upper-Level Lab Courses for the Computational Biology Track

BIOL BC3303	LAB IN MOLECULAR BIOLOGY	3.00
BIOL BC3305	PROJECT LAB IN MOLECULAR GENETICS (yearlong course with BIOL BC3306)	3.00
BIOL BC3311	LABORATORY IN CELL BIOLOGY	3.00
BIOL BC3321	LABORATORY IN MICROBIOLOGY	3.00
BIOL BC3361	LABORATORY IN PHYSIOLOGY	3.00
BIOL BC3363	LAB IN MOLEC # CELL NEUROSCI	3.00

Please Note:

- Often, a lab course requires that a student have taken a prerequisite lecture offered in the opposite semester. Sometimes, the lecture may be offered as a co-requisite in the same semester.
- Students may take laboratory courses at Columbia (or other institutions) to satisfy the lab requirement, with permission from the Associate Chair.
- Research Option:** The year-long Guided Research & Seminar course (BIOL BC3591 followed by BIOL BC3592) can be used to fulfill up to two upper-level labs in all tracks. This course is only available as a fall to spring sequence. In Guided Research and Seminar, students complete an original research project in a lab, and both write a scientific paper and give a poster presentation of their work at the Annual Barnard Biology Research Symposium. Note: Seniors may not enroll in Guided Research and Seminar if they are enrolled in Senior Thesis Research and Seminar.

Senior Capstone Experience

All Biology majors must complete the Senior Capstone Experience with either of the following two options:

1. One semester of BIOL BC3590 SR SEM IN BIOLOGY

In Senior Seminar, students participate in a seminar focusing on primary literature, and both compose and give a presentation on a senior thesis in the format of a literature review. Topics vary from semester to semester.

OR

2. The yearlong Senior Thesis Research and Seminar (BIOL BC3593&BIOL BC3594)

In Senior Thesis Research and Seminar, students complete an original research project in a lab, and both write a scientific paper and orally present their work at the Barnard Biology Research Symposium. This course is only available as a fall to

spring sequence. For more information, visit our Undergraduate Research page.

Please Note: Seniors enrolled in Guided Research and Seminar to fulfill two upper-level labs for their major cannot take Senior Thesis Research and Seminar at the same time. Instead, they must complete their senior capstone experience with BIOL BC3590 Senior Seminar.

Chemistry Requirement (GB, C&M, P&O, & E&E Tracks)

Majors in the GB, C&M, P&O, and E&E tracks must complete at least one semester of General Chemistry (with laboratory) and at least one semester of Organic Chemistry (with laboratory). To see which courses will be offered this semester, we encourage students to visit the [CU Directory of Classes](#) for Chemistry at Barnard and at Columbia. Equivalent courses at Columbia may be taken in lieu of the Barnard Chemistry courses. This is an important topic to discuss early with your advisor.

- **General Chemistry** lecture (CHEM BC2001) (offered in the fall only)
- **Organic Chemistry** lecture (CHEM BC3230) and lab (CHEM BC3328)

Introductory Computing/
Statistics Requirement (CB Track)

Instead of completing the chemistry requirement, students on the computational biology track complete:

One of the following introductory computing courses to learn a coding language

COMS W1004	PROGRAMMING IN JAVA
COMS BC1016	Introduction to Computational Thinking and Data Science
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI (taught in Python)

AND

One of the following introductory statistics courses

STAT UN1010	Statistical Thinking For Data Science
STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT UN2102	Applied Statistical Computing
NSBV BC2002	STATISTICS AND EXPERIMENTAL DESIGN
EEEB UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL

Requirements for the Minor

To declare a minor in biology, submit a [minor declaration form](#) via Slate.

Introductory Biology

Fall Component:		
BIOL BC1500	INTRO ORGANISMAL/EVOL BIOL	3.00
BIOL BC1501	INTRO LAB/ORGANISMAL#EVOL BIO	2.00
BIOL BC1511	BIOL BC1501 RECITATION (This is a co-requisite for BIOL BC1501. It is asynchronous.)	
Spring Component:		
BIOL BC1502	INTRO CELL AND MOLECULAR BIOL	3.00
BIOL BC1503	INTRO LAB CELLULAR#MOLEC BIO	2.00
BIOL BC1513	BIOL BC 1503 RECITATION (This is a co-requisite for BIOL BC1503. It is asynchronous.)	

Three biology lecture courses

Any lecture course at the 2100-level or higher counts.

Two biology laboratory courses

Any upper-level lab counts toward fulfilling this requirement. Yearlong lab courses such as Guided Research & Seminar (BIOL BC3591 and BIOL BC3592) fulfill this requirement.

Note: Chemistry, environmental science, physics, and psychology majors need to take only one advanced laboratory instead of two. Check with your major advisor in order to determine whether a guided research course is a suitable selection for your major's requirements.

HSPP BC1001 RESEARCH APPRENTICESHIP PROJ. 1.50 point. This year-long course is 3 pts (1.5/semester)**Not offered during 2024-2025 academic year.**

Prerequisites: This course is open to 16 first-year students who are also enrolled in an introductory lab science sequence; applications will be made available via the first-year class blog through the Dean of Studies Office. The course will meet in a seminar format, and will discuss how research problems are defined, how scientists immerse themselves in the existing literature on a topic, how researchers craft experimental protocols and collect data, and how data can be used to test hypotheses. Students will also consider science stories in the New York Times and lead formal debates about ethical and social issues. Occasionally, the seminar period will be devoted to tours of faculty science labs to learn about the research that Barnard professors conduct and the research opportunities available on campus. Additionally, students will participate in a month-long laboratory rotation each semester. During the rotation period, each student will spend 3 hours per week shadowing a Barnard junior or senior Research Intern who is conducting a year-long research project. In addition to this exposure to research at Barnard, students will discuss how to obtain summer science internships in laboratories off campus. Seminar assignments will include readings about the research process, as well as short library-based research projects about scientific claims in textbooks. In the fall, students will develop their presentation skills in a session with Barnard's Speaking Fellows. In the spring, each student will deliver an oral presentation about the research career of a scientist of her choosing

HSPP BC1002 RESEARCH APPRENTICESHIP SEM. 1.50 point.

This year-long course is 3 pts (1.5/semester)**Not offered during 2024-2025 academic year.**

Prerequisites: This course is open to 16 first-year students who are also enrolled in an introductory lab science sequence; applications will be made available via the first-year class blog through the Dean of Studies Office. The course will meet in a seminar format, and will discuss how research problems are defined, how scientists immerse themselves in the existing literature on a topic, how researchers craft experimental protocols and collect data, and how data can be used to test hypotheses. Students will also consider science stories in the New York Times and lead formal debates about ethical and social issues. Occasionally, the seminar period will be devoted to tours of faculty science labs to learn about the research that Barnard professors conduct and the research opportunities available on campus. Additionally, students will participate in a month-long laboratory rotation each semester. During the rotation period, each student will spend 3 hours per week shadowing a Barnard junior or senior Research Intern who is conducting a year-long research project. In addition to this exposure to research at Barnard, students will discuss how to obtain summer science internships in laboratories off campus. Seminar assignments will include readings about the research process, as well as short library-based research projects about scientific claims in textbooks. In the fall, students will develop their presentation skills in a session with Barnard's Speaking Fellows. In the spring, each student will deliver an oral presentation about the research career of a scientist of her choosing

BIOL BC1002 Global Health and Ecology. 4.5 points.

Not offered during 2024-2025 academic year.

Prerequisites: BIOL BC1012 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.

What disease is the number one killer worldwide? What will be the next pandemic? Fundamentals of human physiology and microbiology are explored in the context of major global health issues. Principles of ecology are outlined, with an emphasis on the bidirectional impact of the interactions of humans with the global environment. Lab exercises introduce biological techniques for studying these topics. Enrollment in BIOL BC1012 (BC1002 lab) is required, and limited to 16 students per section.

BIOL BC1012 BIOL BC1002 Lab. 0 points.

Not offered during 2024-2025 academic year.

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.

Fundamentals of human physiology and microbiology are explored in the context of major global health issues. Principles of ecology are outlined, with an emphasis on the bidirectional impact of the interactions of humans with the global environment. Lab exercises introduce biological techniques for studying these topics.

BIOL BC1001 REVOLUTIONARY CONCEPTS IN BIOL. 3.00 points.

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. This is an introductory survey course that explores basic concepts of molecular and cellular biology, genetics and evolution. Students will focus on biological concepts, biotechnology and bioethics, which inundate contemporary society

BIOL BC1500 INTRO ORGANISMAL/EVOL BIOL. 3.00 points.

Prerequisites: BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements.

Co-requisite: (strongly recommended) BIOL BC1501 This course is suitable for majors # fulfillment of pre-health requirements. A high school biology background or equivalent preparation is highly recommended. BIOL BC1500 # BIOL BC1502 form a 2-semester introductory biology series and do not have to be taken in a fall to spring sequence. 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; and systematics

Fall 2025: BIOL BC1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1500	001/00015	M W 8:40am - 9:55am LI002 Milstein Center	Emlyn Resetarits, Henry Truong	3.00	68/70
BIOL 1500	002/00016	T Th 10:10am - 11:25am 405 Milbank Hall	Gabrielle Corradino, Henry Truong	3.00	62/60
BIOL 1500	003/00017	M W 1:10pm - 2:25pm LI002 Milstein Center	Rafael Sobral Marcondes, Henry Truong	3.00	57/60
BIOL 1500	004/00018	T Th 1:10pm - 2:25pm 418 Barnard Hall	John Glendinning, Henry Truong	3.00	64/70

BIOL BC1510 BIOL BC1500 DISCUSSION SECTION. 0.00 points.

The goals of these discussion sections include providing a space to build community during remote learning and promoting opportunities for active engagement with the lecture material. These discussion sections will also serve as a space for students to consider science from multiple perspectives beyond discipline-specific content in the lecture and text (e.g. hearing guest lectures from BIPOC scientists, considering racial disparities in health outcomes, etc.). Participation will include posting on discussion boards between sessions, delivering short presentations during discussion, working well with partners, and making thoughtful comments during the discussion period

BIOL BC1008 HEALTHIER LIFE. 3 points.

Not offered during 2024-2025 academic year.

This is an introductory biology survey course which explores fundamentals of physiology in humans and other organisms, both in the context of global health and global ecological issues. It emphasizes reciprocal interactions between individual healthy humans and healthy societies, and the function of ecosystems in supporting humans and other biodiversity.

BIOL BC1501 INTRO LAB/ORGANISMAL#EVOL BIO. 2.00 points.

Prerequisites: BIOL BC1500 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; and laboratory techniques for studying and comparing functional adaptations

Fall 2025: BIOL BC1501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1501	001/00728	M 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	14/16
BIOL 1501	002/00716	M 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	003/00717	T 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	14/16
BIOL 1501	004/00718	T 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	14/16
BIOL 1501	005/00719	T 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	006/00720	T 1:10pm - 4:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	15/16
BIOL 1501	007/00721	W 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	008/00722	W 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	009/00723	W 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	010/00724	W 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	11/16
BIOL 1501	011/00725	Th 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	12/16
BIOL 1501	012/00726	Th 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	10/16
BIOL 1501	013/00727	Th 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	014/00729	Th 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	13/16

BIOL BC1511 BIOL BC1501 RECITATION. 0.00 points.

Prerequisites: BIOL BC1500 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.

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; and laboratory techniques for studying and comparing functional adaptations

Fall 2025: BIOL BC1511

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1511	001/00732		Jessica Goldstein, Abigail Gutierrez, Henry Truong	0.00	231/240

BIOL BC1502 INTRO CELL AND MOLECULAR BIOL. 3.00 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 2025: BIOL BC1502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1502	001/00673	M W 10:10am - 11:25am 304 Barnard Hall	Jonathan Snow	3.00	244/230

BIOL BC1503 INTRO LAB CELLULAR#MOLEC BIO. 2.00 points.

Prerequisites: BIOL BC1502 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 2025: BIOL BC1503

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1503	001/00608	M 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	002/00609	M 1:10pm - 4:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	16/16
BIOL 1503	003/00610	T 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	004/00611	T 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	005/00612	T 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	15/16
BIOL 1503	006/00613	T 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	007/00614	W 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	008/00615	W 1:10pm - 4:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	16/16
BIOL 1503	009/00633	Th 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	010/00616	Th 9:10am - 12:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	16/16
BIOL 1503	011/00617	Th 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	012/00618	Th 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	013/00619	F 10:10am - 1:00pm LI016 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	15/16

BIOL BC1512 BIOL BC1502 DISCUSSION SECTION. 0.00 points.

The goals of these discussion sections include providing a space to build community during remote learning and promoting opportunities for active engagement with the lecture material. These discussion sections will also serve as a space for students to consider science from multiple perspectives beyond discipline-specific content in the lecture and text (e.g. hearing guest lectures from BIPOC scientists, considering racial disparities in health outcomes, etc.). Participation will include posting on discussion boards between sessions, delivering short presentations during discussion, working well with partners, and making thoughtful comments during the discussion period

BIOL BC1513 BIOL BC 1503 RECITATION. 0.00 points.

Prerequisites: BIOL BC1502 BIOL BC1001 or equivalent preparation.

BIOL BC1502 as corequisite (preferred) or prerequisite. 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 2025: BIOL BC1513

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1513	001/00786		Henry Truong, Abigail Gutierrez, Jessica Goldstein	0.00	225/230

BIOL BC1599 SCIENCE JOURNAL CLUB. 1.00 point.

Prerequisites:) Open to first year students who scored a 4 or 5 on the AP Biology exam or a 5 or higher on the IB exam, and are enrolled in the 1500-level Biology series. Limited to 16 students.

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. Section 1: Limited to students in the Science Pathways Scholars Program. Section 2: Limited to first-year students who received a 4 or 5 on the AP and are currently enrolled in BIOL BC1500

Spring 2025: BIOL BC1599

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1599	001/00556	Th 12:10pm - 1:00pm 405 Barnard Hall	Sedelia Rodriguez	1.00	15/15

Fall 2025: BIOL BC1599

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1599	001/00733	M 3:00pm - 4:00pm 318 Milbank Hall	Sedelia Rodriguez	1.00	13/15

BIOL BC2100 MOLECULAR # MENDELIAN GENETICS. 3.00 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

Spring 2025: BIOL BC2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2100	001/00578	T Th 10:10am - 11:25am 263 Macy Hall	Brian Morton	3.00	25/50

Fall 2025: BIOL BC2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2100	001/00019	T Th 10:10am - 11:25am 504 Diana Center	Jennifer Mansfield	3.00	64/60

BIOL BC2240 PLANT EVOLUTION # DIVERSITY. 3.00 points.
 Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.
 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.

Spring 2025: BIOL BC2240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2240	001/00579	T Th 10:10am - 11:25am 223 Milbank Hall	Hanna Makowski	3.00	3/25

Fall 2025: BIOL BC2240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2240	001/00754	M W 11:40am - 12:55pm 203 Diana Center	Hilary Callahan	3.00	7/40

BIOL BC2262 Vertebrate Biology. 3 points.
 Not offered during 2024-2025 academic year.

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. 3.00 points.
 Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.

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

Spring 2025: BIOL BC2272

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2272	001/00580	M W 11:40am - 12:55pm 203 Diana Center	Jordan Balaban	3.00	13/45

Fall 2025: BIOL BC2272

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2272	001/00752	T Th 1:10pm - 2:25pm 324 Milbank Hall	Gabrielle Corradino	3.00	8/39

BIOL BC2278 EVOLUTION. 3.00 points.
 Not offered during 2024-2025 academic year.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or equivalent.
 Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent. Study of the process of evolution with an emphasis on the mechanisms underlying evolutionary change. Topics include the origins of life, rates of evolutionary change, phylogenetics, molecular evolution, adaptive significance of traits, sexual selection, and human evolution

BIOL BC2280 ANIMAL BEHAVIOR. 3.00 points.
 Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or equivalent.
 Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or equivalent. This introduction to animal behavior takes an integrative approach to understand the physiological and genetic basis of behavior, the ecological context of behavior, and the evolutionary consequences of behavior. This course focuses on the process of scientific research, including current research approaches in animal behavior and practical applications of these findings

Spring 2025: BIOL BC2280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2280	001/00581	T Th 11:40am - 12:55pm 140 Horace Mann Hall	Alison Pischedda	3.00	28/45

BIOL BC2281 LABORATORY IN ANIMAL BEHAVIOR. 3.00 points.
 Prerequisites: (BIOL BC1500) and (BIOL BC1502) and (BIOL BC2280) and (BIOL BC1501) and (BIOL BC1503) 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

Fall 2025: BIOL BC2281

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2281	001/00627	T 1:10pm - 6:00pm 277 Barnard Hall	Alison Pischedda	3.00	6/8

BIOL BC2490 CODING IN BIOLOGY. 3.00 points.
 An introduction to the basics of Python and R coding in the context of solving basic problems in molecular biology. Python will be used to write programs that analyze various features of DNA sequence data and R will be used to analyze output from RNA-seq experiments. No prior programming experience is necessary. The work will involve modifying existing code as well as developing simple programs from the ground up

Spring 2025: BIOL BC2490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2490	001/00582	T 1:10pm - 4:00pm 516 Milstein Center	Brian Morton	3.00	13/12

BIOL BC2500 Programming for Scientists. 3.00 points.

Learning objectives: This course will provide a comprehensive foundation in programming methodology for quantitative biology applications that can be readily applied to any programming language. It is recommended for students interested in establishing or expanding their computational biology skillset. After completing this course, students should be able to: 1. Understand and explain the role of numerical and statistical methods in biology 2. Execute numerical computations using a widely-used programming language 3.

Recognize common programming motifs that can be readily applied to other widely used languages 4. Design and troubleshoot algorithms to analyze diverse biological data and implement them using functions and scripts 5. Apply statistical programming techniques to model biological systems 6. Generate and interpret diverse plots based on biological datasets Course overview: Once a small subfield of biology, computational biology has evolved into a massive field of its own, with computational methods fast becoming a vital toolkit leveraged by biologists across the discipline. As the size and complexity of biological datasets grows, computational methods allow scientists to make sense of these data, scaling quantitative methods to extract meaningful insights that help us better understand ourselves and the living world around us. In this course, we will learn the basics of computer programming in R, a powerful programming language with wide use in the biological sciences. Topics will include a basic introduction to R and the RStudio environment, data types and control structures, reading and writing files in R, data processing and visualization, manipulating common biological datasets; and statistical testing and modeling in R

Spring 2025: BIOL BC2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2500	001/00583	Th 1:10pm - 4:00pm 222 Milbank Hall	Vincent FitzPatrick	3.00	14/14

Fall 2025: BIOL BC2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2500	001/00747	F 1:10pm - 4:00pm 516 Milstein Center	Vincent FitzPatrick	3.00	14/14

BIOL BC2801 Laboratory in Genetics. 3 points.

Not offered during 2024-2025 academic year.

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.

BIOL BC2841 LAB-PLANT EVOLUTION # DIVERSITY. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503. Enrollment limited to 16.

Prerequisites: () Enrollment is limited to 16; must attend first lab to hold place. 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 B. 4.00 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. **Not offered during 2024-2025 academic year.**

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 ethno-botany. 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

BIOL BC2873 LABORATORY IN ECOLOGY. 3.00 points.

Not offered during 2024-2025 academic year.

Prerequisites: BIOL BC2272 BIOL BC2272 (or corequisite). Enrollment limited to 16.

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 BC3303 LAB IN MOLECULAR BIOLOGY. 3.00 points.

Prerequisites: BIOL BC2100 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 2025: BIOL BC3303

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3303	001/00626	Th 1:10pm - 6:00pm 718 Fairchild Life Sciences Bldg	Stephen Sturley	3.00	12/14

BIOL BC3304 Topics in Molecular Genetics. 3 points.
Not offered during 2024-2025 academic year.

Selected topics in molecular genetics and gene regulation, with a focus on examples from human evolution, physiology, and disease. The course will be organized into four modules with combined lecture and journal club-style discussion. Module topics include molecular regulation of transcription, epigenetic regulation of the genome, gene regulatory networks, and genome architecture and evolution. We will draw from examples in the current literature and explore current experimental approaches in molecular genetics of humans and model organisms.

Spring 2025: BIOL BC3304

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3304	001/00584	T Th 8:40am - 9:55am 328 Milbank Hall	Jennifer Mansfield	3	11/45

BIOL BC3305 PROJECT LAB IN MOLECULAR GENETICS. 3.00 points.

Prerequisites: BIOL BC2100 or permission of instructor. Enrollment limited to 16.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, and 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

Fall 2025: BIOL BC3305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3305	001/00625	T 1:10pm - 6:00pm 718 Fairchild Life Sciences Bldg	Jennifer Mansfield	3.00	9/12

BIOL BC3306 PROJECT LAB MOLECULAR GENETICS. 3.00 points.

Prerequisites: BIOL BC2100 BIOL BC2100 or permission of instructor.

Enrollment limited to 16.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, BIOL BC2100, BIOL BC3305. Enrollment limited to 12. Laboratory course in which students conduct original research projects in molecular genetics. Students interested in getting involved in research, or those looking to deepen research design and lab skills in this area, are encouraged to begin with this course. 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 including RNA-Seq, PCR and quantitative PCR, immunofluorescence and confocal microscopy. 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 for credit, and fulfills two upper-level lab courses for the Barnard Biology major. Must be taken in sequence, beginning in the fall. - J. Mansfield

Spring 2025: BIOL BC3306

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3306	001/00587	T 1:10pm - 6:00pm 718 Fairchild Life Sciences Bldg	Jennifer Mansfield	3.00	4/12

BIOL BC3308 INTRODUCTION TO MICROBIAL GENOMICS. 3.00 points.

Prerequisites: (BIOL BC1500)(BIOL BC1501)(BIOL BC1502)(BIOL BC1503) and BIOL BC2100 BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 and BIOL BC2100.

This course will focus on understanding, implementing, and using basic bioinformatic algorithms and tools to analyze microbial genomes and genomic information. Topics cover a history of genome sequencing methods, local and global alignment methods, sequence annotation tools, de novo genome assembly, multiple sequence alignments, and simple molecular phylogeny. Theoretical lectures will be taught in parallel with labs focused on hands-on analysis of real-world data so that students create tangible and applicable skills. Knowledge of a programming language is required to take this course. Class notes are intended to be self-contained for these topics

BIOL BC3310 CELL BIOLOGY. 3.00 points.

Prerequisites: (BIOL BC1500)(BIOL BC1501)(BIOL BC1502)(BIOL BC1503) and BIOL BC2100 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

Fall 2025: BIOL BC3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3310	001/00749	T Th 10:10am - 11:25am 140 Horace Mann Hall	Jonathan Snow	3.00	11/45

BIOL BC3311 LABORATORY IN CELL BIOLOGY. 3.00 points.

Prerequisites: BIOL BC2100 BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, BIOL BC2100 or permission of instructor. 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 2025: BIOL BC3311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3311	001/00624	W 1:10pm - 6:00pm 718 Fairchild Life Sciences Bldg	Rishita Shah	3.00	10/12

BIOL BC3320 MICROBIOLOGY. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and BIOL BC2100.

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

Spring 2025: BIOL BC3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3320	001/00585	T Th 10:10am - 11:25am 418 Barnard Hall	Stephen Sturley	3.00	42/45

Fall 2025: BIOL BC3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3320	001/00751	M W 10:10am - 11:25am 302 Barnard Hall	Stephen Sturley	3.00	43/45

BIOL BC3321 LABORATORY IN MICROBIOLOGY. 3.00 points.

Prerequisites: BIOL BC3320 BIOL BC3320 (or corequisite). Enrollment limited to 16.

Enrollment limited to 16. Provides experience in the isolation, cultivation, and analysis of pure cultures of microorganisms. Methods used for the study of cell structure, growth, physiology, and genetics of microbes will be incorporated into laboratory exercises

Spring 2025: BIOL BC3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3321	001/00588	Th 1:10pm - 6:00pm 718 Fairchild Life Sciences Bldg	Gabrielle Corradino	3.00	14/14

BIOL BC3352 DEVELOPMENT. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, and BIOL BC2100 or equivalent.

Introduction to animal developmental biology and its applications. This course will examine the basic mechanisms through which animal bodies organize themselves, from an integrative perspective at the levels of genes and gene networks, cell properties and behaviors, coordinated interactions of cells in developing tissues, organs and organ systems, and the role of developmental processes in morphological evolution. Topics include: fertilization, cleavage and gastrulation, establishment of body axes, neural development, organ formation, tissue and organ regeneration, stem cells and medical applications, evolution of developmental programs, and teratogenesis

BIOL BC3354 LABORATORY IN EMBRYOLOGY. 3.00 points.

Not offered during 2024-2025 academic year.

This lab course will explore the foundational methods of vertebrate embryology. Using both classical and modern experimental approaches, we will identify and manipulate developmental processes such as gastrulation, neurulation, and organogenesis. Students will investigate molecular regulation of patterning and the importance of tissue-tissue interactions during early development. Utilizing modern genetic tools and imaging techniques, such as digital microscopy, students will have the opportunity to visualize embryogenesis in real-time. Prerequisite: Two terms of introductory biology (BIOL BC1500, BIOL BC1502 or equivalent) AND one term of Genetics (BIOL BC2100 or equivalent) AND at least one upper level lab course at the cell and molecular level. OR permission from the instructor

Spring 2025: BIOL BC3354

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3354	001/00589	W 1:10pm - 6:00pm 718 Fairchild Life Sciences Bldg	Rishita Shah	3.00	4/12

BIOL BC3360 PHYSIOLOGY. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent. This course examines how mammals carry out basic functions like manipulating objects, sensing the external world, oxygenating tissues, and processing food. Emphasis is placed on (a) how the body regulates itself through the integrated action of multiple organ systems and (b) what goes awry in disease

BIOL BC3361 LABORATORY IN PHYSIOLOGY. 3.00 points.

Not offered during 2024-2025 academic year.

Prerequisites: BIOL BC3360 Pre- (or co-) requisite is a physiology lecture class (e.g., BIOL BC3360). Enrollment limited to 16.

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

Spring 2025: BIOL BC3361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3361	001/00590	F 10:10am - 3:00pm 922 Schermerhorn Hall	John Glendinning	3.00	11/16

BIOL BC3362 MOLECULAR & CELLULAR NEUROSCIENCE. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and one term of organic chemistry.

Prerequisites: BIOL BC1502 BIOL BC1503, and either BIOL BC1500 BIOL BC1501 or NSBV BC1001 or permission from the instructor. 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; and nervous system development

Fall 2025: BIOL BC3362

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3362	001/00021	T Th 11:40am - 12:55pm 152 Horace Mann Hall	Elizabeth Bauer	3.00	53/60

BIOL BC3363 LAB IN MOLEC # CELL NEUROSCI. 3.00 points.

Prerequisites: BIOL BC3362 BIOL BC3362 (or corequisite). Enrollment limited to 16.

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 BC3367 ECOPHYSIOLOGY. 3.00 points.**BIOL BC3380 APPLIED ECOLOGY AND EVOLUTION. 3.00 points.**

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. 3.00 points.

Not offered during 2024-2025 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 BC3400 MATHEMATICAL MODELING OF BIOLOGICAL SYSTEMS. 4 points.

Not offered during 2024-2025 academic year.

This course will focus on building and analyzing dynamic mathematical models (models that study how processes change in time) to understand the behavior of different biological systems. We will focus on a variety of topics in population biology, physiology and the biomedical sciences such as single and competing species models, pharmacokinetic models of drugs and toxins, enzyme reaction kinetics, epidemiology, infectious diseases and cancer. We will use mathematical tools like difference equations, differential equations, linear algebra and nonlinear analysis to study these biological processes. MATLAB programming will be used to implement these mathematical models in search of answers to biological questions.

BIOL BC3590 SR SEM IN BIOLOGY. 4.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503, and BIOL BC2100.

Required for all majors who do not select the year-long Senior Thesis Research # Seminar (BIOL BC3593 # BC3594) to fulfill their senior capstone 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, but are not limited to: Plant Development, Animal Development # Evolution, Molecular Evolution, Microbiology # Global Change, Genomics, Comparative # Reproductive Endocrinology, and Data Intensive Approaches in Biology

Spring 2025: BIOL BC3590

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3590	001/00594	M 11:10am - 1:00pm 214 Milbank Hall	Rishita Shah	4.00	9/12

Fall 2025: BIOL BC3590

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3590	001/00622	M 4:10pm - 6:00pm 318 Milbank Hall	Hilary Callahan	4.00	9/10
BIOL 3590	002/00623	F 12:10pm - 2:00pm 308 Diana Center	Rafael Sobral Marcondes	4.00	9/10

BIOL BC3591 GUIDED RESEARCH # SEMINAR. 4.00 points.

Per Semester

Prerequisites: Permission of a faculty sponsor and the department.

Cannot be taken concurrently with BIOL BC3593 or BIOL BC3594.

This year-long course is open to junior and senior Biology majors and minors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give a poster presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills two upper-level laboratory requirements for the Biology major or minor. This course must be taken in sequence, beginning with BIOL BC3591 in the Fall and continuing with BIOL BC3592 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3593-BIOL BC3594

Fall 2025: BIOL BC3591

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3591	001/00620	M 1:10pm - 3:00pm 202 Milbank Hall	Alison Pischedda, JJ Miranda, Jordan Balaban, Kristin Presnell	4.00	10/10
BIOL 3591	002/00621	M 1:10pm - 3:00pm 227 Milbank Hall	Kristin Presnell, Jordan Balaban, JJ Miranda, Alison Pischedda	4.00	9/10

BIOL BC3592 GUIDED RESEARCH # SEMINAR. 4.00 points.

Per Semester

Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3593 or BIOL BC3594. This year-long course is open to junior and senior Biology majors and minors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give a poster presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills two upper-level laboratory requirements for the Biology major or minor. This course must be taken in sequence, beginning with BIOL BC3591 in the Fall and continuing with BIOL BC3592 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3593-BIOL BC3594

Spring 2025: BIOL BC3592

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3592	001/00592	M 1:10pm - 3:00pm 119 Milstein Center	Jessica Goldstein, Alison Pischedda, JJ Miranda	4.00	10/10
BIOL 3592	002/00591	M 1:10pm - 3:00pm 306 Milbank Hall	JJ Miranda, Alison Pischedda, Jessica Goldstein	4.00	8/8

BIOL BC3593 SENIOR THESIS RESEARCH # SEMINAR. 4.00 points.

Per Semester

Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592. This year-long course is open to senior Biology majors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give an oral presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills the senior capstone requirement for the Biology major. This course must be taken in sequence, beginning with BIOL BC3593 in the Fall and continuing with BIOL BC3594 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3591-BIOL BC3592

Fall 2025: BIOL BC3593

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3593	001/00619	M 1:10pm - 3:00pm 318 Milbank Hall	Alison Pischedda, JJ Miranda, Jordan Balaban, Kristin Presnell	4.00	10/10
BIOL 3593	002/01089	M 1:10pm - 3:00pm 308 Diana Center	Alison Pischedda, JJ Miranda, Jordan Balaban, Kristin Presnell	4.00	10/10

BIOL BC3594 SENIOR THESIS RESEARCH # SEMINAR. 4.00 points.

Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592. This year-long course is open to senior Biology majors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give an oral presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills the senior capstone requirement for the Biology major. This course must be taken in sequence, beginning with BIOL BC3593 in the Fall and continuing with BIOL BC3594 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3591-BIOL BC3592

Spring 2025: BIOL BC3594

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3594	001/00593	M 1:10pm - 3:00pm 327 Milbank Hall	Jessica Goldstein, Alison Pischedda, JJ Miranda	4.00	12/12

BIOL BC3597 GUIDED RESEARCH. 1.00-4.00 points.

Prerequisites: Permission of a faculty sponsor.

Similar to BIOL BC3591-BIOL BC3592, this is a one-semester course that provides students with degree credit for unpaid research without a seminar component. You may enroll in BIOL BC3597 for between 1-4 credits per semester. As a rule of thumb, you should be spending approximately 3 hours per week per credit on your research project. A Project Approval Form must be submitted to the department each semester that you enroll in this course. Your Barnard research mentor (if your lab is at Barnard) or internal adviser in the Biology Department (if your lab is elsewhere) must approve your planned research before you enroll in BIOL BC3597. You should sign up for your mentor’s section. This course does not fulfill any Biology major requirements. It is open to students beginning in their first year

Spring 2025: BIOL BC3597					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3597	001/00606		Elizabeth Bauer	1.00-4.00	10/15
BIOL 3597	002/00605		Hilary Callahan	1.00-4.00	0/15
BIOL 3597	003/00604		John Glendinning	1.00-4.00	11/15
BIOL 3597	004/00603		Jessica Goldstein	1.00-4.00	5/15
BIOL 3597	005/00602		Jennifer Mansfield	1.00-4.00	5/15
BIOL 3597	006/00601		JJ Miranda	1.00-4.00	2/15
BIOL 3597	007/00600		Brian Morton	1.00-4.00	1/15
BIOL 3597	008/00599		Alison Pischedda	1.00-4.00	2/15
BIOL 3597	009/00598		Jonathan Snow	1.00-4.00	5/15
BIOL 3597	010/00597		Gabrielle Corradino	1.00-4.00	3/15
BIOL 3597	011/00596		Jordan Balaban	1.00-4.00	3/15
BIOL 3597	012/00595		Emlyn Resetarits	1.00-4.00	0/15
Fall 2025: BIOL BC3597					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3597	001/00766		Elizabeth Bauer	1.00-4.00	1/15
BIOL 3597	002/00765		Hilary Callahan	1.00-4.00	2/15
BIOL 3597	003/00764		John Glendinning	1.00-4.00	15/15
BIOL 3597	004/00763		Jordan Balaban	1.00-4.00	0/15
BIOL 3597	005/00762		JJ Miranda	1.00-4.00	8/15
BIOL 3597	006/00761		Alison Pischedda	1.00-4.00	3/15
BIOL 3597	007/00760		Jonathan Snow	1.00-4.00	7/15
BIOL 3597	008/00759		Brian Morton	1.00-4.00	0/15
BIOL 3597	009/00758		Jennifer Mansfield	1.00-4.00	3/15
BIOL 3597	010/00757		Gabrielle Corradino	1.00-4.00	0/15
BIOL 3597	011/00755		Jessica Goldstein	1.00-4.00	4/15
BIOL 3597	012/00756		Emlyn Resetarits	1.00-4.00	1/15

BIOL BC3595 RESEARCH SEMINAR. 1.00 point.

Cross-Listed Courses
Anatomy (Barnard)

ANAT BC2573 HUMAN ANATOMY AND MOVEMENT. 3.00 points.

Corequisites: ANAT BC2574

Corequisites: ANAT 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

Fall 2025: ANAT BC2573					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANAT 2573	001/00517	M W 10:10am - 11:25am LI020 Milstein Center	Chisa Hidaka	3.00	20/20
ANAT 2573	002/00519	M W 11:40am - 12:55pm LI020 Milstein Center	Chisa Hidaka	3.00	20/20

ANAT BC2574 LABORATORY IN HUMAN ANATOMY. 3.00 points.

Corequisites: ANAT BC2573

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

Chemistry (Barnard)

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 BC3282 BIOLOGICAL CHEMISTRY. 3.00 points.

Prerequisites: One year of Organic Chemistry, BIOL BC1502. Lecture: MWF 9:00-9:50.

Prerequisites: (CHEM BC3230) and (CHEM BC3231) BIOL BC1502. Introduction to biochemical building blocks, macromolecules, and metabolism. Structures of amino acids, lipids, carbohydrates, nucleic acids. Protein structure and folding. Enzyme mechanisms, kinetics, allostery. Membranes and biosignaling. Catabolism and anabolism with emphasis on chemical intermediates, metabolic energy, catalysis by specific enzymes, regulation

Spring 2025: CHEM BC3282					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3282	001/00679	T Th 1:10pm - 2:25pm 140 Horace Mann Hall	Romina Mancusso	3.00	48/45
Fall 2025: CHEM BC3282					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3282	001/00803	M W 10:10am - 11:25am 140 Horace Mann Hall	Rebecca Donegan	3.00	41/40

CHEM BC3355 BIOCHEMISTRY LAB TECHNIQUES. 5.00 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: M 1:10-12:50; Laboratory two afternoons: M 2:10-6:00 / W 1:10-5:00.

Prerequisites: Organic II lab (CHEM BC3333, BC3335, or equivalent); Quantitative analysis lab (BC3338, BC3340, or equivalent); Biochemistry (CHEM BC3282y, CHEM C3501, or equivalent). 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 2025: CHEM BC3355

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3355	001/00692	M F 12:10pm - 5:00pm 718 Fairchild Life Sciences Bldg	Grace Lee, Christina Vizcarra	5.00	15/15

Fall 2025: CHEM BC3355

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3355	001/00858	M F 12:00pm - 5:00pm 718 Fairchild Life Sciences Bldg	Romina Mancusso, Grace Lee	5.00	6/12

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 BC2002 STATISTICS AND EXPERIMENTAL DESIGN. 4.00 points.**

This course is for students interested in learning how to conduct scientific research. They will learn how to (i) design well-controlled experiments and identify “quack” science; (ii) organize, summarize and illustrate data, (iii) analyze different types of data; and (iv) interpret the results of statistical tests

Fall 2025: NSBV BC2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 2002	001/00973	T 4:10pm - 5:00pm 307 Milbank Hall	Eduardo Mercado III	4.00	21/30
NSBV 2002	001/00973	M W 4:10pm - 5:25pm 409 Barnard Hall	Eduardo Mercado III	4.00	21/30

Chemistry

608 Altschul Hall

212-854-8460

212-280-2012 (fax)

Department Administrator: Laura Hendrickson (608 Altschul Hall)

Faculty Department Assistant: Rebecca Perrington

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 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 who are interested in the pre-health professions should work with the pre-health adviser to determine the best selection of chemistry courses for their goals. information about the topics covered

in each chemistry course is available through the prehealth professions office to facilitate student choice.

Chair: Marisa Buzzeo (Professor)

Assistant Chair: Rachel Narehood Austin (Professor)

Professors: Rachel Narehood Austin, Marisa Buzzeo, Dina Merrer, Christian Rojas

Associate Professors: Michael Campbell, Andrew Crowther, Christina Vizcarra

Assistant Professors: Rebecca Donegan

Senior Lecturer: Meenakshi Rao, Jean Vadakkan

Lecturer: Angela Paoletta

Term Assistant Professor: Romina Mancusso

Senior Laboratory Associate: SuQing Liu

Laboratory Instructional Support Specialists: Craig Allen, Grace Lee, Marina Orman

General Chemistry Laboratory Director: Angela Paoletta

Organic Chemistry Laboratory Director: Meenakshi Rao

Core Facilities and Instrument Manager: Kaitlyn Dutton

Staff

Department Assistants: Laura Hendrickson, Rebecca Perrington

Requirements for the Major

Two majors are offered by the department: Chemistry and Biochemistry. There is also a special track within chemistry for students who are interested in pursuing graduate study in chemical engineering

A student interested in chemistry or biochemistry should consult any member of the department during her first year. In the first year they should take CHEM BC2001 GENERAL CHEMISTRY I, CHEM BC3328 INTRO ORGANIC CHEMISTRY-LAB, and CHEM BC3230 ORGANIC CHEMISTRY I-LEC 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.

Chemistry

The courses required for the chemistry major are:

Core		
CHEM BC2001	GENERAL CHEMISTRY I	5
CHEM BC3328 & CHEM BC3230	INTRO ORGANIC CHEMISTRY-LAB and ORGANIC CHEMISTRY I-LEC	5.5

CHEM BC3231	ORGANIC CHEMISTRY II-LEC	3
CHEM BC3333	MODERN TECH-ORGANIC CHEM LAB	3
CHEM BC3242	QUANTITATIVE ANALYSIS	3
CHEM BC3338	QUANTITATIVE-INSTRUMENTAL TECH-LAB	3
CHEM BC3253	QUANTUM CHEMISTRY	3
CHEM BC3252	THERMODYNAMICS-KINETICS	3
CHEM BC3348	Advanced Spectroscopy, Measurement, and Analysis Laboratory	3
CHEM BC3271	INORGANIC CHEMISTRY	3
CHEM BC3358	Advanced Chemical Synthesis and Reactivity Laboratory	5
MATH UN1101	CALCULUS I *	3
MATH UN1102	CALCULUS II	3
PHYS BC2001 & PHYS BC2002	MECHANICS - LECTURE LAB and ELECTRICITY#MAGNETISM-LEC LAB	9

Elective

Listed here are possible electives. For a more complete list, see the Chemistry Department website or contact the Assistant Chair with questions about other eligible courses:

CHEM BC3254	METHODS, APPLCTNS PHYSICAL CHEMISTRY
CHEM BC3282	BIOLOGICAL CHEMISTRY
CHEM BC3280	ADVANCED ORGANIC CHEMISTRY
CHEM GU4103	ORGANOMETALLIC CHEMISTRY

Senior Requirement

Select one of the following:

Senior Honors Thesis:	
CHEM BC3901 & CHEM BC3902	SENIOR HONORS THESIS and SENIOR HONORS THESIS SEM (by invitation of the department)
Guided Research at Barnard or Columbia:	
Elsewhere:	

Recommended

* The minimum math requirement is as follows:

1. Two semesters of math taken at college;
2. Completion of calculus through Calculus II.

Further mathematics experience is always strongly encouraged 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. Any calculus-based statistics course is acceptable. Also, many computer science courses are acceptable (e.g., COMS W1004 Intro to Programming in Java, COMS W3101 Program Languages (Python), ENV BC3050 Working with Big Data), although COMS W1002 Computing in Context is not.

‡ For the major in Chemistry, at least 61.5 credits are required (46.5 credits in chemistry + 6.0 in math + 9.0 in physics).

A list of major requirements, several possible course sequences, and information about the senior requirement can be obtained from any member of the department.

Biochemistry

The courses required for the biochemistry major are:

Core

CHEM BC2001	GENERAL CHEMISTRY I	5
CHEM BC3328 & CHEM BC3230	INTRO ORGANIC CHEMISTRY-LAB and ORGANIC CHEMISTRY I-LEC	5.5
CHEM BC3231	ORGANIC CHEMISTRY II-LEC	3
CHEM BC3333	MODERN TECH-ORGANIC CHEM LAB	3
CHEM BC3242	QUANTITATIVE ANALYSIS	3
CHEM BC3338	QUANTITATIVE-INSTRMNTL TECH-LAB	3
CHEM BC3253	QUANTUM CHEMISTRY	3
MATH UN1101	CALCULUS I *	3
MATH UN1102	CALCULUS II	3
PHYS BC2001 & PHYS BC2002	MECHANICS - LECTURE LAB and ELECTRICITY#MAGNETISM-LEC LAB	9
BIOL BC1502 & BIOL BC1503	INTRO CELL AND MOLECULAR BIOL and INTRO LAB CELLULAR#MOLEC BIO	5
CHEM BC3282	BIOLOGICAL CHEMISTRY	3
CHEM BC3283	BIOLOGICAL CHEMISTRY II	3
CHEM BC3355	BIOCHEMISTRY LAB TECHNIQUES	5

Elective

Listed here are possible electives. For a more complete list, see the Chemistry Department website or contact the Assistant Chair with questions about other eligible courses:

CHEM BC3232	Descriptive Inorganic Chemistry	3.00
CHEM BC3271	INORGANIC CHEMISTRY	
CHEM BC3280	ADVANCED ORGANIC CHEMISTRY	
CHEM BC3252	THERMODYNAMICS-KINETICS	
CHEM BC3254	METHODS, APPLCTNS PHYSICAL CHEMISTRY	
CHEM BC3348	Advanced Spectroscopy, Measurement, and Analysis Laboratory	
CHEM BC3358	Advanced Chemical Synthesis and Reactivity Laboratory	

Senior Requirement

Select one of the following:

Senior Honors Thesis:

CHEM BC3901 SENIOR HONORS THESIS
& CHEM BC3902 and SENIOR HONORS THESIS SEM (by
invitation of the department)

Guided Research at Barnard or Columbia:

Elsewhere:

Recommended:

* The minimum math requirement is as follows:

1. Two semesters of math taken at college;
2. Completion of Calculus through Calculus II.

Further mathematics experience is always strongly encouraged 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. Any calculus-based statistics course is acceptable. Also, many computer science courses are acceptable (e.g., COMS W1004 Intro to Programming in Java, COMS W3101 Program Languages (Python), ENV BC3050 Working with Big Data), although COMS W1002 Computing in Context is not.

‡ For the major in Biochemistry, at least 63.5 credits are required (43.5 credits in chemistry + 5.0 in biology + 6.0 in math + 9.0 in physics).

A list of major requirements, including possible elective courses, and information about the senior requirement may be obtained from any member of the department.

Chemical Engineering 4+1

The courses required for the chemical engineering 4+1 program are:

CHEM BC2001	GENERAL CHEMISTRY I	5.00
CHEM BC3230	ORGANIC CHEMISTRY I-LEC	3.00
CHEM BC3328	INTRO ORGANIC CHEMISTRY-LAB	2.50
CHEM BC3231	ORGANIC CHEMISTRY II-LEC	3.00
CHEM BC3333	MODERN TECH-ORGANIC CHEM LAB	3.00
CHEM BC3242	QUANTITATIVE ANALYSIS	3.00
CHEM BC3338	QUANTITATIVE-INSTRMNTL TECH-LAB	3.00
CHEM BC3253	QUANTUM CHEMISTRY	3.00
CHEM BC3348	Advanced Spectroscopy, Measurement, and Analysis Laboratory	3.00
CHEN E4230	REACTOR KINETICS/REACTOR DESGN	3.00
CHEN E3810	CHEM ENG # APPLIED CHEM LAB	3.00
PHYS BC2001	MECHANICS - LECTURE LAB	4.50
PHYS BC2002	ELECTRICITY#MAGNETISM-LEC LAB	4.50
MATH UN1101	CALCULUS I	3.00
MATH UN1102	CALCULUS II	3.00
MATH UN2030	ORDINARY DIFFERENTIAL EQUATIONS	3.00
APMA E2000	MULTV. CALC. FOR ENGI # APP SCI	4.00

Requirements for the Minor

Courses required for the Chemistry minor are:

CHEM BC2001	GENERAL CHEMISTRY I	5
CHEM BC3328	INTRO ORGANIC CHEMISTRY-LAB	2.5
CHEM BC3230	ORGANIC CHEMISTRY I-LEC	3
CHEM BC3231	ORGANIC CHEMISTRY II-LEC	3
CHEM BC3333	MODERN TECH-ORGANIC CHEM LAB	3
CHEM BC3338	QUANTITATIVE-INSTRMNTL TECH-LAB	3
Select one of the following:		3-3.5
CHEM BC3232	Descriptive Inorganic Chemistry	3
CHEM BC3242	QUANTITATIVE ANALYSIS	3
CHEM BC3252	THERMODYNAMICS-KINETICS	3
CHEM BC3271	INORGANIC CHEMISTRY	3
CHEM BC3282	BIOLOGICAL CHEMISTRY	3

Students whose major requires in excess of 40 points, including CHEM BC2001 GENERAL CHEMISTRY I, CHEM BC3328 INTRO ORGANIC CHEMISTRY-LAB, and/or CHEM BC3230 ORGANIC CHEMISTRY I-LEC, 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.

Transfer students who took CHEM BC2001 General Chemistry I and II at another institution can complete the minor by taking any one of the following courses on the list EXCEPT CHEM BC3232, which is not an acceptable course for students who have already had a two semester sequence of introductory chemistry elsewhere.

CHEM BC1050 THE JAZZ OF CHEMISTRY. 3.00 points.

The contribution of chemistry to everyday life is immense. The applications of chemistry in medicine, petrochemicals, cosmetics, and fertilizers are readily apparent. However, the knowledge and applications of chemistry come in handy in many other fascinating fields, some of which may be less than obvious. Examples of areas in which chemistry plays a key role include forensic science; art restoration and forgery detection; and flavors and fragrances in food, beverages and other consumer products. The goal of this course is to provide insights and spur discussion of several areas and applications of chemistry, while gaining hands-on experience in techniques used in these fields

CHEM BC2001 GENERAL CHEMISTRY I. 5.00 points.

Students enrolled in CHEM BC2001 must also register for a section of CHEM BC2012.

Prerequisites: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).

Corequisites: CHEM BC2012

Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory one day a week. Laboratory experience with both qualitative and quantitative techniques. Counts towards Lab Science Requirement

Fall 2025: CHEM BC2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2001	001/00085	T Th 11:40am - 12:55pm LI002 Milstein Center	Marisa Buzzeo, Andrew Crowther, Angela Paoletta, Rachel Austin	5.00	87/85
CHEM 2001	002/00086	T Th 1:10pm - 2:25pm LI002 Milstein Center	Marisa Buzzeo, Andrew Crowther, Angela Paoletta, Rachel Austin	5.00	85/85
CHEM 2001	003/00087	T Th 2:40pm - 3:55pm LI002 Milstein Center	Marisa Buzzeo, Andrew Crowther, Angela Paoletta, Rachel Austin	5.00	83/85

CHEM BC2012 GENERAL CHEMISTRY I LAB. 0.00 points.

Corequisites: CHEM BC2001

Corequisite: CHEM BC2001. Required laboratory section for BC2001x General Chemistry. All students enrolled in BC2001x must also be enrolled in one section of BC2012

Fall 2025: CHEM BC2012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2012	001/00796	M 8:10am - 11:30am 302 Havemeyer Hall	Marisa Buzzeo, Andrew Crowther, Angela Paoletta	0.00	43/45
CHEM 2012	002/00797	T 8:10am - 11:30am 302 Havemeyer Hall	Marisa Buzzeo, Andrew Crowther, Angela Paoletta	0.00	39/36
CHEM 2012	003/00798	W 8:10am - 11:30am 302 Havemeyer Hall	Marisa Buzzeo, Andrew Crowther, Angela Paoletta	0.00	44/45
CHEM 2012	004/00799	Th 8:10am - 11:30am 302 Havemeyer Hall	Angela Paoletta, Andrew Crowther, Marisa Buzzeo	0.00	40/42
CHEM 2012	005/00800	F 8:10am - 11:30am 302 Havemeyer Hall	Andrew Crowther, Angela Paoletta, Marisa Buzzeo	0.00	45/45
CHEM 2012	006/01140	W 6:10pm - 9:30pm 302 Havemeyer Hall	Marisa Buzzeo, Andrew Crowther, Angela Paoletta	0.00	44/42

CHEM BC3000 Integrated Chemistry Laboratory. 2.00-3.00 points.

This course is designed to provide hands-on chemical training to reinforce laboratory techniques learned remotely due to the COVID-19 pandemic. Experiments will integrate topics and techniques from analytical, organic, physical, and biological chemistry. The course is open to students of varying class years, and thus experiments will be tailored to the individuals' completed coursework

CHEM BC3230 ORGANIC CHEMISTRY I-LEC. 3.00 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: 11:00-11:50.

Corequisites: With lab, counts towards Lab Science requirement.

Prerequisites: CHEM BC2001 or equivalent. Credit will not be given for any course below the 3000 level after completing CHEM BC3230 or its equivalent. 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 2025: CHEM BC3230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3230	001/00674	M W F 1:10pm - 2:00pm 304 Barnard Hall	Dina Merrer	3.00	189/220

CHEM BC3231 ORGANIC CHEMISTRY II-LEC. 3.00 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

Fall 2025: CHEM BC3231

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3231	001/00088	M W F 1:10pm - 2:00pm 304 Barnard Hall	Michael Campbell	3.00	152/180

CHEM BC3232 Descriptive Inorganic Chemistry. 3 points.

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 2025: CHEM BC3232

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3232	001/00675	T Th 8:40am - 9:55am LI002 Milstein Center	Rachel Austin	3	86/95

CHEM BC3242 QUANTITATIVE ANALYSIS. 3.00 points.

Prerequisites: CHEM BC3231, MATH UN1101, and permission of instructor. 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 2025: CHEM BC3242

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3242	001/00676	M W 1:10pm - 2:25pm LI003 Barnard Hall	Angela Paoletta	3.00	42/40

CHEM BC3252 THERMODYNAMICS-KINETICS. 3.00 points.

Prerequisites: CHEM BC3231, PHYS BC2001, PHYS BC 2002, MATH UN1102 or MATH UN1201. Introduction to the laws of thermodynamics; application primarily to ideal systems. Free energy and equilibrium. Kinetics: rate laws and mechanisms, experimental techniques

Spring 2025: CHEM BC3252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3252	001/00677	T Th 11:40am - 12:55pm 203 Diana Center	Marisa Buzzeo	3.00	15/20

CHEM BC3253 QUANTUM CHEMISTRY. 4.00 points.

Prerequisites: 2 semesters of calculus-based introductory physics, Calculus II, BC3242 Quantitative Analysis, or permission of instructor. Exact and approximate solutions to the Schrodinger equation. The structure of atoms and molecules. Chemical bonding and spectroscopy. Computer-based molecular modeling

Fall 2025: CHEM BC3253

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3253	001/00909	T Th 2:40pm - 3:55pm 203 Diana Center	Marisa Buzzeo	4.00	36/38
CHEM 3253	001/00909	Th 6:10pm - 7:00pm LI001 Milstein Center	Marisa Buzzeo	4.00	36/38

CHEM BC3254 METHODS, APPLCTNS PHYSICAL CHEMISTRY. 3.00 points.

Prerequisites: (CHEM BC3253) One semester of physical chemistry (CHEM BC3252, CHEM BC3253, or the equivalent). Lecture: MWF 10:00-10:50.

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

CHEM BC3271 INORGANIC CHEMISTRY. 3.00 points.

Prerequisites: CHEM BC3231 or Permission of Instructor. 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 2025: CHEM BC3271

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3271	001/00678	T Th 2:40pm - 3:55pm 302 Barnard Hall	Rachel Austin	3.00	27/45

CHEM BC3272 ADVANCED INORGANIC CHEMISTRY. 3.00 points.

Prerequisites: CHEM BC3271 Inorganic Chemistry

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. 3.00 points.

Prerequisites: One year of organic chemistry. Lecture: MWF 9-9:50 AM.

Prerequisites: One year of organic chemistry. 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

Spring 2025: CHEM BC3280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3280	001/00680	T Th 1:10pm - 2:25pm 307 Milbank Hall	Christian Rojas	3.00	11/25

CHEM BC3282 BIOLOGICAL CHEMISTRY. 3.00 points.

Prerequisites: One year of Organic Chemistry, BIOL BC1502. Lecture: MWF 9:00-9:50.

Prerequisites: (CHEM BC3230) and (CHEM BC3231) BIOL BC1502. Introduction to biochemical building blocks, macromolecules, and metabolism. Structures of amino acids, lipids, carbohydrates, nucleic acids. Protein structure and folding. Enzyme mechanisms, kinetics, allostery. Membranes and biosignaling. Catabolism and anabolism with emphasis on chemical intermediates, metabolic energy, catalysis by specific enzymes, regulation

Spring 2025: CHEM BC3282

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3282	001/00679	T Th 1:10pm - 2:25pm 140 Horace Mann Hall	Romina Mancusso	3.00	48/45

Fall 2025: CHEM BC3282

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3282	001/00803	M W 10:10am - 11:25am 140 Horace Mann Hall	Rebecca Donegan	3.00	41/40

CHEM BC3283 BIOLOGICAL CHEMISTRY II. 3.00 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 2025: CHEM BC3283

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3283	001/00681	T Th 10:10am - 11:25am 504 Diana Center	Christina Vizcarra	3.00	23/25

CHEM BC3284 CURRENT TOPICS BIOCHEMISTRY. 3.00 points.

Prerequisites: CHEM BC3282 and CHEM BC3355 or instructor approval. This course is designed to expose students to a range of current research topics in the field of biochemistry and develop their ability to understand and evaluate primary scientific literature. The first half of the course will focus on current research on fundamental biochemistry systems and processes; the second half will address biomedical application and advances

CHEM BC3328 INTRO ORGANIC CHEMISTRY-LAB. 2.50 points.

Prerequisites: (CHEM BC2001) General Chemistry I with lab.

Corequisites: CHEM BC3230

Prerequisites: (CHEM BC2001) General Chemistry I with lab.

Corequisites: CHEM BC3230 Basic techniques of experimental organic chemistry. Principles and methods of separation, purification, and characterization of organic compounds. Selected organic reactions

Spring 2025: CHEM BC3328

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3328	001/00682	M 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Marina Orman, Craig Allen	2.50	26/35
CHEM 3328	002/00683	T 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Grace Lee, Jean Vadakkan, Craig Allen	2.50	30/35
CHEM 3328	003/00684	W 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Romina Mancusso, Jean Vadakkan, Hooi Xian Lee	2.50	32/35
CHEM 3328	004/00685	W 6:10pm - 10:00pm 202 Havemeyer Hall	Meenakshi Rao, Christian Rojas, Marina Orman, Craig Allen	2.50	28/35
CHEM 3328	005/00686	Th 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Romina Mancusso, Hooi Xian Lee	2.50	31/35

Fall 2025: CHEM BC3328

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3328	001/00894	W 6:10pm - 10:00pm 202 Havemeyer Hall	Meenakshi Rao	2.50	15/24

CHEM BC3333 MODERN TECH-ORGANIC CHEM LAB. 3.00 points.

Prerequisites: (CHEM BC3328) or (CHEM BC3230) CHEM BC3328 with a grade of C- or better and CHEM BC3230.

Corequisites: CHEM BC3231, CHEM BC3334

Prerequisites: (CHEM BC3328) or (CHEM BC3230) CHEM BC3328 with a grade of C- or better and CHEM BC3230. Corequisites: CHEM BC3231, CHEM BC3334 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

Fall 2025: CHEM BC3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3333	001/00892	M 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Jean Vadakkan	3.00	17/24
CHEM 3333	002/00893	W 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao	3.00	18/24

CHEM BC3338 QUANTITATIVE-INSTRUMENTAL TECH-LAB. 3.00 points.

Prerequisites: (CHEM BC3231 and CHEM BC3333) CHEM BC3231, CHEM BC3333

Corequisites: CHEM BC3232, CHEM BC3242

Prerequisites: CHEM BC3231 and CHEM BC3333 Quantitative techniques in volumetric analysis, pH measurement, UV-Visible, absorption, and fluorescence spectroscopy, and chromatographic separations. Data analysis with spreadsheets

Spring 2025: CHEM BC3338

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3338	001/00687	M 8:10am - 12:00pm 302 Havemeyer Hall	Angela Paoletta	3.00	27/28
CHEM 3338	002/00688	T 8:10am - 12:00pm 202 Havemeyer Hall	Angela Paoletta	3.00	18/20

CHEM BC3346 ADV SPECTROSCOPY CHEMISTRY - LECT. 0.00 points.

Prerequisites: CHEM BC3333 and CHEM BC3253

Corequisites: CHEM BC3348

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

Spring 2025: CHEM BC3346

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3346	001/00689	M 1:10pm - 2:00pm 324 Milbank Hall	Andrew Crowther, Marina Orman	0.00	14/13

CHEM BC3348 Advanced Spectroscopy, Measurement, and Analysis Laboratory. 3.00 points.

Prerequisites: CHEM BC3333 or 3338 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

Spring 2025: CHEM BC3348

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3348	001/00690	W 1:10pm - 5:00pm 222 Havemeyer Hall	Andrew Crowther, Marina Orman	3.00	14/13

CHEM BC3355 BIOCHEMISTRY LAB TECHNIQUES. 5.00 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: M 1:10-12:50; Laboratory two afternoons: M 2:10-6:00 / W 1:10-5:00.

Prerequisites: Organic II lab (CHEM BC3333, BC3335, or equivalent);

Quantitative analysis lab (BC3338, BC3340, or equivalent);

Biochemistry (CHEM BC3282y, CHEM C3501, or equivalent). 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 2025: CHEM BC3355

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3355	001/00692	M F 12:10pm - 5:00pm 718 Fairchild Life Sciences Bldg	Grace Lee, Christina Vizcarra	5.00	15/15

Fall 2025: CHEM BC3355

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3355	001/00858	M F 12:00pm - 5:00pm 718 Fairchild Life Sciences Bldg	Romina Mancusso, Grace Lee	5.00	6/12

CHEM BC3358 Advanced Chemical Synthesis and Reactivity

Laboratory. 5.00 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

Fall 2025: CHEM BC3358

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3358	001/00895	T Th 8:10am - 12:00pm 202 Havemeyer Hall	Jean Vadakkan	5.00	14/14

CHEM BC3597 PROBLEMS IN CHEMISTRY. 2.00 points.

Prerequisites: CHEM BC3328 and permission of instructor.

Individual research projects at Barnard or Columbia, culminating in a comprehensive written report

Spring 2025: CHEM BC3597

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3597	001/00694		Christian Rojas	2.00	4/5
CHEM 3597	002/00695		Marisa Buzzeo	2.00	1/5
CHEM 3597	003/00696		Dina Merrer	2.00	0/5
CHEM 3597	004/00697		Andrew Crowther	2.00	1/5
CHEM 3597	005/00698		Michael Campbell	2.00	2/5
CHEM 3597	006/00699		Rachel Austin	2.00	1/5
CHEM 3597	007/00700		Christina Vizcarra	2.00	2/5
CHEM 3597	008/00701		Rebecca Donegan	2.00	0/5
CHEM 3597	009/00702		Marisa Buzzeo, Andrew Crowther	2.00	3/5

Fall 2025: CHEM BC3597

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3597	001/00948		Christian Rojas	2.00	0/5
CHEM 3597	002/00949		Marisa Buzzeo	2.00	1/5
CHEM 3597	003/00950		Dina Merrer	2.00	0/5
CHEM 3597	004/00951		Andrew Crowther	2.00	1/5
CHEM 3597	005/00952		Michael Campbell	2.00	2/5
CHEM 3597	006/00953		Rachel Austin	2.00	1/5
CHEM 3597	007/00954		Christina Vizcarra	2.00	1/5
CHEM 3597	008/00955		Rebecca Donegan	2.00	0/5
CHEM 3597	009/00956		Meenakshi Rao	2.00	0/5
CHEM 3597	010/00957		Marisa Buzzeo, Andrew Crowther	2.00	3/5

CHEM BC3599 PROBLEMS IN CHEMISTRY. 4.00 points.

Prerequisites: CHEM BC3328 and permission of instructor.

Individual research projects at Barnard or Columbia, culminating in a comprehensive written report

Spring 2025: CHEM BC3599

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3599	001/00704		Christian Rojas	4.00	0/5
CHEM 3599	002/00705		Marisa Buzzeo	4.00	1/5
CHEM 3599	003/00706		Dina Merrer	4.00	0/5
CHEM 3599	004/00707		Andrew Crowther	4.00	0/5
CHEM 3599	005/00708		Michael Campbell	4.00	1/5
CHEM 3599	006/00709		Rachel Austin	4.00	3/5
CHEM 3599	007/00710		Christina Vizcarra	4.00	2/5
CHEM 3599	008/00711		Rebecca Donegan	4.00	1/5
CHEM 3599	009/00703		Andrew Crowther, Marisa Buzzeo	4.00	5/5

Fall 2025: CHEM BC3599

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3599	001/00958		Christian Rojas	4.00	0/5
CHEM 3599	002/00959		Marisa Buzzeo	4.00	0/5
CHEM 3599	003/00960		Dina Merrer	4.00	0/5
CHEM 3599	004/00961		Andrew Crowther	4.00	1/5
CHEM 3599	005/00962		Michael Campbell	4.00	1/5
CHEM 3599	006/00963		Rachel Austin	4.00	2/5
CHEM 3599	007/00964		Christina Vizcarra	4.00	1/5
CHEM 3599	008/00965		Rebecca Donegan	4.00	0/5
CHEM 3599	009/00966		Marisa Buzzeo, Andrew Crowther	4.00	8/10

CHEM BC3901 SENIOR HONORS THESIS. 4.00 points.

Weekly seminar to accompany Senior Honors Thesis Lab (CHEM BC3903). Focus is on scientific presentation and writing skills and research conduct

Fall 2025: CHEM BC3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3901	001/00801	F 10:10am - 12:00pm 501 Diana Center	Jean Vadakkan	4.00	14/14
CHEM 3901	002/00802	F 10:10am - 12:00pm 502 Diana Center	Marina Orman	4.00	13/14

CHEM BC3902 SENIOR HONORS THESIS SEM. 4.00 points.

Weekly seminar to accompany Senior Honors Thesis Lab (CHEM BC3903). Focus is on scientific presentation and writing skills and research conduct

Spring 2025: CHEM BC3902

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3902	001/00693	F 10:10am - 12:00pm 227 Milbank Hall	Jean Vadakkan	4.00	17/20

CHEM BC3903 SENIORS HONORS THESIS LAB. 0.00 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 2025: CHEM BC3903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3903	001/00899		Christian Rojas	0.00	5/5
CHEM 3903	002/00900		Marisa Buzzeo	0.00	1/5
CHEM 3903	003/00901		Dina Merrer	0.00	0/5
CHEM 3903	004/00902		Andrew Crowther	0.00	0/5
CHEM 3903	005/00903		Michael Campbell	0.00	2/5
CHEM 3903	006/00904		Rachel Austin	0.00	2/5
CHEM 3903	007/00910		Christina Vizcarra	0.00	4/5
CHEM 3903	008/00905		Rebecca Donegan	0.00	1/5
CHEM 3903	010/00906		Marisa Buzzeo, Andrew Crowther	0.00	12/15

CHEM BC3904 SENIOR HONORS THESIS LAB. 0.00 points.

Corequisites: CHEM BC3902

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 2025: CHEM BC3904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3904	001/00713		Christian Rojas	0.00	0/5
CHEM 3904	002/00714		Marisa Buzzeo	0.00	2/5
CHEM 3904	003/00715		Dina Merrer	0.00	0/5
CHEM 3904	004/00716		Andrew Crowther	0.00	0/5
CHEM 3904	005/00717		Michael Campbell	0.00	1/5
CHEM 3904	006/00718		Rachel Austin	0.00	2/5
CHEM 3904	007/00719		Christina Vizcarra	0.00	2/5
CHEM 3904	008/00720		Rebecca Donegan	0.00	0/5
CHEM 3904	009/00712		Marisa Buzzeo, Andrew Crowther	0.00	4/5

Cross-Listed Courses

Chemistry

CHEM GU4071 INORGANIC CHEMISTRY. 4.50 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) or (CHEM UN2045 and CHEM UN2046)

Prerequisites: (CHEM UN1403 and CHEM UN1404) or (CHEM UN1604) or (CHEM UN2045 and CHEM UN2046) , or the equivalent. Principles governing the structure and reactivity of inorganic compounds surveyed from experimental and theoretical viewpoints. Topics include inorganic solids, aqueous and nonaqueous solutions, the chemistry of selected main group elements, transition metal chemistry, metal clusters, metal carbonyls, and organometallic chemistry, bonding and resonance, symmetry and molecular orbitals, and spectroscopy

Fall 2025: CHEM GU4071

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4071	001/11320	T Th 8:40am - 9:55am 320 Havemeyer Hall	Jonathan Owen	4.50	15/42

CHEM GU4147 ADVANCED ORGANIC CHEMISTRY I. 4.50 points.

Prerequisites: elementary organic and physical chemistry.

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 2025: CHEM GU4147

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4147	001/11326	T Th 10:10am - 11:25am 320 Havemeyer Hall	Tomislav Rovis	4.50	8/42

BIOC G4170 Biophysical Chemistry. 4.5 points.

Not offered during 2024-2025 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 2024-2025 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 I. 4.50 points.

Prerequisites: elementary physical chemistry. Basic quantum mechanics: the Schrodinger equation and its interpretation, exact solutions in simple cases, methods or approximations including time-independent and time-dependent perturbation theory, spin and orbital angular momentum, spin-spin interactions, and an introduction to atomic and molecular structure

Fall 2025: CHEM GU4221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4221	001/12759	M W 11:40am - 12:55pm 320 Havemeyer Hall	Richard Friesner	4.50	8/42

CHEM GU4103 ORGANOMETALLIC CHEMISTRY. 4.50 points.

Prerequisites: (CHEM UN2443 and CHEM UN2444) elementary organic chemistry. (Some background in inorganic and physical chemistry is helpful but not required.)

Main group and transition metal organometallic chemistry: bonding, structure, reactions, kinetics, and mechanisms.

Spring 2025: CHEM GU4103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 4103	001/15717	T Th 11:40am - 12:55pm 320 Havemeyer Hall	Jack Norton	4.50	8/42

Classics and Ancient Studies

224 Milbank Hall

212-854-2852

212-854-7491 (fax)

Department Assistant: Anna Hotard

Mission

The department of Classics and Ancient Studies aims to introduce students to a knowledge of the languages and an understanding of the literature and culture of ancient Greece and Rome in a broader Mediterranean context, as well as to develop an appreciation of how Greco-Roman antiquity has been used and abused by later eras. The study of the languages enables access to a wide range of challenging and influential ancient texts, artifacts, and ideas and also makes the grammar, syntax, and vocabulary of English and other modern languages more comprehensible. The study of these texts, in turn, develops analytical and critical thinking about both the past and the present, the ability to assess many different kinds of fragmentary evidence, as well as skills in writing, close reading and oral presentation, cultural awareness, and literary sensibility. Close cooperation between Barnard and Columbia enables ancient studies students to plan and implement an integrated, cohesive interdisciplinary study of the ancient world, including language, literature, mythology, history, religion, philosophy, law, political theory, comparative literature, medieval studies, gender studies, art history, and material culture. The texts and monuments of the Greco-Roman world served as the basis of Western education until the twentieth-century and retain a core position in modern humanities and social thought that is currently expanding beyond the West. Exploring, analyzing, and assessing this legacy is the central goal of the program.

Programs of Study

The department offers two majors. The majors in Classics (Greek, Latin, or Classics) center on work in the original languages, whereas the major in Ancient Studies has an interdisciplinary focus. All members of the department are available for major advising and students ideally

choose an adviser who can help them develop their required senior essay.

The Major in Classics (Greek), Classics (Latin), or Classics (Latin and Greek)

Classics majors develop a knowledge of Greek and Latin as a gateway to the study of the literature, history, and culture of Greece and Rome. Students can start Greek and Latin at Barnard or build on skills acquired in high school. Second-year courses introduce students to original texts in Greek or Latin by authors such as Homer, Plato, Herodotus, or the Greek orators or Vergil, Ovid, Horace, Cicero, Caesar, Livy, or Sallust. A range of advanced courses in Greek or Latin focus on prose or poetic texts drawn from ancient epic, lyric poetry, philosophy, drama, history, rhetoric, or the novel and introduce critical approaches and literary and historical scholarship. Students are encouraged to take more courses in ancient history and classical literature and civilization than the two required for the major. Students planning to go on to graduate work in Classics and related fields are advised to undertake at least three years in both languages as well as to begin acquiring the ability to read scholarship in French, German, or Italian. Study abroad for one semester in either Greece or Rome is common and encouraged.

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 more fully interdisciplinary Ancient Studies major 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.

The Minor in Classics

The Minor in Ancient Studies

The minor in Ancient Studies requires five courses that focus on Ancient Mediterranean or Ancient Near Eastern civilizations. At least one history course is required. Four other courses will complement that course to provide an interdisciplinary understanding of a specific region and/or time period.

The Minor in Modern Greek

Student Learning Objectives

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.

Ancient Studies

Students successfully completing a major in Ancient Studies 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 and in related disciplines studied by each individual student that is 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](#). 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 Graeca and Sicily's place as a cultural crossroads in the ancient Mediterranean.

ICCS in Sicily

The focus of [ICCS Sicily](#), as in the original program in Rome, will be on classical languages as well as on 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](#) (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](#) (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: Ellen Morris

Professors: Nancy Worman, Kristina Milnor, Ellen Morris

Adjunct Professor: Helene Foley

Term Lecturer: Darcy Krasne

Other officers of the University offering courses in Classics:

Professors: Kathy H. Eden, Carmela Franklin, Stathis Gourgouris, John Ma, Seth Schwartz, Deborah Steiner, Karen Van Dyck, Katharina Volk, Gareth Williams

Associate Professors: Marcus Folch, Joseph Howley, Elizabeth Irwin

Assistant Professor: Alan Ross

Senior Lecturer: Elizabeth Scharffenberg

Lecturers: Dimitris Antoniou (Hellenic Studies), Chrysanthé Filippardos (Modern Greek), Nikolas Kakkoufa (Modern Greek), Paraskevi Martzavou, Charles McNamara

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 V1202 Intermediate Greek II: Homer, or in Latin by completing LATN UN1202 Intermediate Latin II, 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

Greek

The major in Greek is fulfilled by taking the following courses as well as five other courses above the elementary level in Ancient Greek.

GREK UN3996	THE MAJOR SEMINAR
GREK W4139	Elements of Prose Style
GREK GU4106	HISTORY OF GREEK LITERATURE II
GREK GU4105	HISTORY OF GREEK LITERATURE I

Latin

The major in Latin is fulfilled by taking one term of the following courses, as well as five other courses in Latin.

LATN UN3996	THE MAJOR SEMINAR
LATN GU4105	LAT LITERATURE OF THE REPUBLIC
LATN GU4106	HISTORY OF LATIN LIT II
LATN GU4139	Elements of Prose Style

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 LAT LITERATURE OF THE REPUBLIC, LATN GU4106 HISTORY OF LATIN LIT II. 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 LAT LITERATURE OF THE REPUBLIC-LATN GU4106 HISTORY OF LATIN LIT II 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 UN3995 The Major Seminar, and at least the first semester of Ancient Studies ANCS UN3998 DIRECTED RESEARCH-ANCIENT STUDIES I, 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 complementary and coherent set of courses for this minor.

Courses of Instruction

Ancient Studies

ANCS UN3996 THE MAJOR SEMINAR. 3.00 points.

Fall 2025: ANCS UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANCS 3996	001/00441	Th 4:10pm - 6:00pm 404 Barnard Hall	Ellen Morris	3.00	3/15

ANCS UN3997 DIRCTD READING-ANCIENT STUDIES. 3.00 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)

Spring 2025: ANCS UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANCS 3997	003/14833		Carmela Franklin	3.00	0/5
ANCS 3997	004/14835		Elizabeth Irwin	3.00	0/5
ANCS 3997	005/14836		Elizabeth Scharffenberger	3.00	0/5
ANCS 3997	006/14837		Kathy Eden	3.00	0/5
ANCS 3997	007/14838		Katharina Volk	3.00	0/5
ANCS 3997	008/14839		Joseph Howley	3.00	0/5
ANCS 3997	009/14841		John Ma	3.00	1/5
ANCS 3997	011/14842		Seth Schwartz	3.00	0/5

Fall 2025: ANCS UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANCS 3997	001/11275		Elizabeth Scharffenberger	3.00	0/5
ANCS 3997	002/11276		Carmela Franklin	3.00	0/5

ANCS UN3998 DIRCTD RSRCH-ANCIENT STUDIES I. 3.00 points.

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

Spring 2025: ANCS UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANCS 3998	001/00905		Kristina Milnor	3.00	0/5
ANCS 3998	002/00906		Nancy Worman	3.00	2/5
ANCS 3998	003/14844		Carmela Franklin	3.00	0/5
ANCS 3998	004/15578		Francesco de Angelis	3.00	1/5
ANCS 3998	005/14846		Elizabeth Scharffenberger	3.00	0/5
ANCS 3998	006/14847		Seth Schwartz	3.00	0/5
ANCS 3998	007/14848		Ellen Morris	3.00	2/5
ANCS 3998	008/14849		Paraskevi Martzavou	3.00	1/5
ANCS 3998	009/14850		John Ma	3.00	1/5
ANCS 3998	010/14851		Joseph Howley	3.00	0/5
ANCS 3998	011/14852		Kathy Eden	3.00	0/5

Classics

CLCV UN1001 Introduction to Greek Mythology. 3.00 points.

The stories of the Greek and Roman gods and heroes are at the root of countless works of art, philosophy, literature, and film, from antiquity to the present. Many familiar phrases from the English language also derive from myth: an Achilles heel (and Achilles tendon!), a Trojan horse, Pandora's box, and so forth. This course will introduce you to the broad range of tales that make up the complex and interconnected network of Greek and Roman mythology

Fall 2025: CLCV UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 1001	001/00012	T Th 10:10am - 11:25am 263 Macy Hall	Darcy Krasne	3.00	68/90

CLCV UN2441 EGYPT IN CLASSICAL WORLD. 4.00 points.

This class tracks Egypt's entanglement in the Greco-Roman world from the country's initial welcoming of Greek merchants and mercenaries to the point at which Justinian shuttered its last remaining temple.

In examining archaeological, textual, and artistic evidence, we'll pay close attention to the flashpoints that divided society along ethnic lines (viz. Egyptian, Nubian, Levantine, Greek, and Roman inhabitants) and according to religious belief (among polytheists of Egyptian and Greek heritage, Jewish Egyptians, and Christians) as well as to syncretism, mixed marriages, and other integrative aspects of society

Spring 2025: CLCV UN2441

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 2441	001/00501	T Th 11:40am - 12:55pm 418 Barnard Hall	Ellen Morris	4.00	32/44
CLCV 2441	AU1/18534	T Th 11:40am - 12:55pm Othr Other	Ellen Morris	4.00	10/10

CLCV UN2442 EGYPT IN CLASSICAL WORLD-DISC. 0.00 points.**Spring 2025: CLCV UN2442**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 2442	001/00502	Th 3:10pm - 4:00pm 119 Milstein Center	Ayelet Wenger	0.00	19/22
CLCV 2442	002/00503	M 10:10am - 11:00am 501 Diana Center	Umberto Verdura	0.00	12/22

CLCV BC3000 ETHNICITY, RACE, #POWER IN ANCT MEDITERR. 4.00 points.

Concepts of ethnicity and race – deeply complex and often fraught – are catalyzing forces in modern society. This seminar explores the changing definitions and resonances of these categories in ancient contexts. Course readings will cover a variety of societies but return repeatedly to Egypt and Nubia as a touchstone. Over the course of the semester, we will explore how Nubians and Egyptians viewed one another as well as how both Egyptians and Nubians experienced and were experienced by immigrants, colonizers, and travelers. Throughout the ancient Mediterranean, as we'll see, self-definitions and cultural boundaries shifted radically according to changing power dynamics both within groups and between them. In seminar discussions, we'll pose the following questions: How and when did groups who saw themselves as distinct from one another cooperate and intermarry? Define themselves in opposition to other groups or actively blur boundaries? Mobilize concepts of ethnicity or race to justify oppression? Engage in competition or resistance? Where, we will ask, did societies fracture and/or integrate? And what role did bicultural individuals play in cultural conversations and mediations? We will also seek to understand how our conceptions of ethnicity and race in the past are influenced not only by the biases of the present but by the methodologies we employ. In our discussions and investigations this semester we will learn a great deal about Northeast Africa in antiquity – but, so too, about ethnicity, concepts of race, and power throughout the ancient Mediterranean

CLCV UN3010 Talking Animals and Other Worlds: The Fable # Wisdom Literature From Aesop to Jesus and Beyond. 3.00 points.

Fables have long been considered sources of popular wisdom and education throughout the entire ancient Mediterranean, marked by a diversity of literary, ethnic, geographic, political, and class associations. Further, fable traditions have rather complicated oral and written receptions, often connected to historical/authorial figures or fable collectors such as Ahiqar, Archilochos, Aesop, Callimachus, Jesus, Babrius, and Phaedrus. Offering various approaches to world building and sometimes contradictory ethical and social reflections, fables and their traditions serve as the ideal ground for exploring a variety of literary, methodological, and sociological questions from the iron age to late antiquity. This course offers an exploration in translation of the fable as a cross-cultural and multi-lingual discursive form that challenges assumptions around canon formation, authorship, the socio-historical conditions of the "literary", and western literary narratives of cultural reception

Fall 2025: CLCV UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3010	001/12943	M W 4:10pm - 5:25pm 616 Hamilton Hall	Brett Stine	3.00	8/15

CLCV UN3059 WORLDS OF ALEXANDER THE GREAT. 3.00 points.

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

This seminar 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

Fall 2025: CLCV UN3059

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3059	001/11277	T 6:10pm - 8:00pm 301m Fayerweather	Lien Van Geel	3.00	27/30

CLCV UN3101 The Archaeology of Ancient Egypt and Nubia. 3 points.

Thanks to the pyramids of Giza, the treasure of Tutankhamun, and other remains of royal activity, pharaonic Egypt is justly famous for its monuments and material culture. Equally fascinating, if less well known, however, are the towns, fortresses, cultic centers, domestic spaces, and non-elite cemeteries that have been excavated over the past 200 years or so. The archaeology of Nubia is also little known but fascinating on many levels. This course will focus on what archaeology can reveal about life as it was experienced by individuals of all social classes. Through a combination of broad surveys and case studies of some of Egypt and Nubia's most culturally indicative and intriguing sites, we will explore issues such as the origins of inequality, state formation and its effects, the uneasy mix of state-planned settlements and village life, urbanism, domestic and community worship, gendered spaces, ethnicity and colonialism, religious revolution and evolution, bureaucracy, private enterprise, and the effects of governmental collapse on life and death in ancient Egypt and Nubia.

Fall 2025: CLCV UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 3101	001/00440	M W 1:10pm - 2:25pm 324 Milbank Hall	Ellen Morris	3	14/25

CLCV BC3212 TOPICS IN ANCIENT DRAMA. 0.00-3.00 points.

This course is designed as an accompaniment to the Greek or Latin play that is put on by the Barnard and Columbia Ancient Drama Group each year, though it is open to any student interested in the aesthetics and politics of theater and drama. Course focus and some content will rotate year to year, calibrated to serve the play or plays chosen by the student director. We will read these and other relevant other plays or similarly adjacent texts, as well as scholarly literature on topics centered around the body in performance, including ancient theaters and stage space, costumes and masks, deportment and gestures, proxemics, and so on. We will also explore aspects of ancient drama and theatricality that relate to translation and reception, as well as inflections of gender and status. Other topics may include the mythic background (e.g., in epic and/or lyric), politics of aesthetics in ancient Athens, and gender-genre dynamics. Each component will extend over three or four classes and consider the ancient plays through readings of primary texts (in translation) and conceptual / contextual backgrounds. There will be an additional class hour for those who wish to read the play in the original language (signed up for as a 1-point directed reading)

CLCV GU4106 Religions of the Roman World. 3.00 points.

The goal of this course is to convey an important amount of knowledge on the religious history of the Roman empire focusing both on paganism, Christianity and Judaism and their interaction. We will study the religious space, the agents of cults and religions, rituals and networks and dynamics of power. The course will also face the challenge to reconsider the points of view from which to think the religious history of the Roman Empire and therefore it will be an invitation to revise our intellectual tools and questions towards an awareness to what is at stake when an object of religious debate emerges

Fall 2025: CLCV GU4106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCV 4106	001/11278	W 4:10pm - 6:00pm 613 Hamilton Hall	Paraskevi Martzavou	3.00	12/20

CLCV GR5011 Proseminar. 1.00 point.

Proseminar is designed to offer beginning MA and PhD students an overview of (i) the major sub-disciplinary areas that are gathered under the umbrella term 'classics', making it a fundamentally interdisciplinary field of enquiry, and (ii) the diverse methodologies that are standardly applied in many subfields of classical research and publication

THTR UN3008 PERFORMING GREEK TRAGEDY ON THE MODERN STAGE. 3.00 points.

This course aims to explore performing Greek tragedy on the modern stage. It will include an introduction to original performance practices in ancient Greece (space, masking, choral performance, costume, acting techniques) and an examination of how artists from different contemporary theatrical traditions have adapted ancient texts in modern performances and new versions of the plays. The bulk of the course will be focused on the problems of acting, interpreting, and reinterpreting parts of three plays on the stage, Sophocles' *Antigone*, Euripides' *Medea*, and Sophocles' *Ajax* along with a new version by Ellen McLaughlin, who teaches playwriting at Barnard, *Ajax in Iraq*. Students will view all or parts of particularly interesting recent productions from various theatrical traditions, which will help them to tackle challenging issues such as choral performance and choral rhythms, masking, character work, dialogues and presenting formal political debates. For contemporary actors training in Greek tragedy offers a unique opportunity to improve their performance on stage through ensemble work and representing character through speech. It enhances dramaturgical capacities that a contemporary theater practitioner must exercise in exploring theory in practice and vice versa. This class is directed to students particularly interested in dramaturgy, directing, designing, translation, and Greek tragedy as well as acting

Spring 2025: THTR UN3008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3008	001/00410	M W 12:10pm - 2:00pm LI200 Diana Center	Helene Foley, Gisela Cardenas Ojeda	3.00	8/16

Greek

GREK UN1101 ELEMENTARY GREEK I. 4.00 points.

For students who have never studied Greek. An intensive study of grammar with reading and writing of simple Attic prose

Fall 2025: GREK UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1101	001/11286	M W F 1:10pm - 2:25pm 607 Hamilton Hall	Greta Gualdi	4.00	8/15

GREK UN1121 INTENSIVE ELEMENTARY GREEK. 4.00 points.

Covers all of Greek grammar and syntax in one term. Prepares the student to enter second-year Greek (GREK UN2101 or GREK UN2102)

Spring 2025: GREK UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1121	001/14771	M W F 1:10pm - 2:25pm 618 Hamilton Hall	Hanna Golab	4.00	5/15

Fall 2025: GREK UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 1121	001/11287	M W F 1:10pm - 2:25pm 613 Hamilton Hall	Lien Van Geel	4.00	11/18

GREK UN2101 INTERMEDIATE GREEK: PROSE. 4.00 points.

Prerequisites: *GREK V1101-1102* or the equivalent.

Prerequisites: GREK UN1101- GREK UN1102 or the equivalent.

Selections from Attic prose

Fall 2025: GREK UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 2101	001/11288	T Th F 11:40am - 12:55pm 616 Hamilton Hall	Paraskevi Martzavou	4.00	16/18

GREK UN3980 POST-BACCALAUREATE SEMINAR. 3.00 points.

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

Fall 2025: GREK UN3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3980	001/11289	Th 4:10pm - 6:00pm 613 Hamilton Hall	Elizabeth Scharffenberger	3.00	6/15

GREK UN3996 THE MAJOR SEMINAR. 3.00 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 2025: GREK UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3996	001/00446	Th 4:10pm - 6:00pm 306 Milbank Hall	Ellen Morris	3.00	5/15

GREK UN3997 DIRECTED READINGS IN GREEK LIT. 3.00 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

Spring 2025: GREK UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3997	003/14889		Elizabeth Scharffenberger	3.00	0/5
GREK 3997	004/14890		John Ma	3.00	3/5
GREK 3997	006/14891		Elizabeth Irwin	3.00	0/5

Fall 2025: GREK UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 3997	001/11290		Elizabeth Irwin	3.00	0/5
GREK 3997	002/11291		Deborah Steiner	3.00	0/5
GREK 3997	003/11292		Elizabeth Scharffenberger	3.00	0/5

GREK GU4009 SELECTNS FROM GREEK LIT. 3.00 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

Fall 2025: GREK GU4009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GREK 4009	002/01131	T Th 2:40pm - 3:55pm 225 Milbank Hall	Nancy Worman	3.00	5/18

GREK GR5100 Diagnostic Readings in Greek Language. 2.00 points.

This course is designed to provide incoming first-year graduate students in Classics with a small reading class that will allow a faculty instructor to assess students' needs before they advance further into the graduate program

GREK GR5139 ELEMENTS OF GREEK PROSE STYLE. 4.00 points.

Prerequisites: at least four terms of Greek, or the equivalent. An intensive review of Greek syntax with translation of English sentences and paragraphs into Attic Greek

GREK GR8013 Reading Greco-Roman Egypt. 3.00 points.

Who read the Iliad in antiquity (and how much of it)? Which plays of Euripides did people read the most? They say that the Greek novel was a popular genre: was it? And if so, which ones were people reading? What can we say about how people read Greek literature from the manuscripts that remain, as well as the various summaries, glosses, and commentaries that were read alongside them? It should go without saying that people did not read only what survived to be canonized in later periods as the “classics” of ancient Greek literature: how did all the other literary texts they read affect the way we think they read our “classics,” or, conversely, how and to what extent did our “classics” influence the literature that they read but failed to make the leap to our subsequent manuscript tradition? One can look on the papyri that survive from Greco-Roman Egypt as a literary Burgess Shale: it preserves an entire literary ecosystem, including both the ancestors of medieval manuscripts and a mass of textual fossils—and even whole genres—that were, from a literary history perspective, evolutionary dead-ends. This class explores the literary and sub-literary texts that survive from Greco-Roman Egypt with the aims of (1) reconstructing something of the literary ecology of the Hellenistic and Roman worlds, and (2) reintegrating canonical classical Greek authors and works in the context of that ecology in which they were copied, read, studied, taught, and performed. In its fully realized expression, such a project of reconstruction and reintegration would take into account not only Greek literary and sub-literary production, but also all the texts in other languages and scripts (e.g., Egyptian, Latin, Aramaic, etc.) that once roamed the literary landscape, including Christian theological and documentary texts. There is, however, good reason to believe that the Greek literary graphomene of Egypt (as well as other regions of the Greek East) was in fact relatively self-contained, almost an island sub-ecology, and as such represents a coherent and profitable object of study. The course will begin with an introduction to Greco-Roman Egypt and what we know about books, book production, literacy, education, libraries, and the reading culture(s) of the region. We will then take the case of the Homeric epics as a case study in reconstructing how a specific author, text or genre was read in antiquity, before devoting individual sessions to some of the following topics: occasional poetry, court room or trial literature, hymns, biographies and lives, epistolography, novels, performance texts, and other, non-canonical genres. In many cases, we will take the opportunity to explore the fluid boundaries, generically and formally (i.e., *mise en page*), between literary, sub-literary, and documentary texts (e.g., documentary and literary letters or documentary trial transcripts and the *Acta Alexandrinorum*). Each class will require students to read transcriptions of Greek papyri (in Greek), study select images of papyri, and read secondary literature. We will also learn how to navigate digital collections and employ various tools to find specific genres, authors, and texts, and to establish and characterize papyrological corpora of the same

GREK GR8015 TIME AND TEMPO IN HOMER AND SAPPHO. 3.00 points.

This seminar sets Homer's Iliad and Sappho's lyric poems in relation to each other around topics involving time – including narrative time, beginnings and endings, timeliness, and temporality, as well as rhythm and tempo, syncopation, bodily timing and performance, and chronotopic dynamics. It proposes to think as well about textual time, meaning both how different genres orchestrate time and tempo but also how these authors are treated in ancient and modern reception. We will read theoretical studies of time and temporality, the event, and periodicity, as well as those more focused on genre and occasional performance. Discussions will center around close attendance on specific images and dynamics in the ancient texts, as well as the ways in which theoretical frames may illuminate these. Thus, for instance, seminars juxtapose the epic punctuation of bodies in space with Sappho's female lovers on the move, with scholarly readings deployed to critique the epic-lyric divide around these dynamics. A central and recurrent figure in this scheme is Helen, who is presented in Homeric epic as the central catalyst for the violent unfolding of events (i.e., the Trojan War) and who functions in lyric poetry as a cathexis for the violent consequences of desire

Latin

LATN UN1101 ELEMENTARY LATIN I. 4.00 points.

For students who have never studied Latin. An intensive study of grammar with reading of simple prose and poetry

Spring 2025: LATN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1101	001/14781	T Th 6:10pm - 8:00pm 616 Hamilton Hall	Sebastiano Belleggia	4.00	9/15

Fall 2025: LATN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1101	001/11310	T Th F 10:10am - 11:25am 401 Hamilton Hall	Greta Gualdi	4.00	10/18
LATN 1101	002/11311	M W 6:10pm - 8:00pm 509 Hamilton Hall	Lien Van Geel	4.00	16/18

LATN UN1102 ELEMENTARY LATIN II. 4.00 points.

Prerequisites: *LATN V1101*.

Prerequisites: LATN UN1101. A continuation of LATN UN1101, including a review of grammar and syntax for students whose study of Latin has been interrupted

Spring 2025: LATN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/14783	T Th F 10:10am - 11:25am 616 Hamilton Hall	Brett Stine	4.00	10/18
LATN 1102	002/14784	M W 6:10pm - 8:00pm 616 Hamilton Hall	Olivier Bordeleau-Lavoie	4.00	5/15

Fall 2025: LATN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1102	001/11312	T Th 6:10pm - 8:00pm 613 Hamilton Hall	Georgios Spiliotopoulos	4.00	10/15

LATN UN1121 INTENSIVE ELEMENTARY LATIN. 4.00 points.

Spring 2025: LATN UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1121	001/14786	T Th 6:10pm - 8:00pm 423 Kent Hall	Nicholas Koudounis	4.00	10/15

Fall 2025: LATN UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 1121	001/00448	M W F 10:10am - 11:25am 325 Milbank Hall	Darcy Krasne	4.00	13/18

LATN UN2101 INTERMEDIATE LATIN I. 4.00 points.Prerequisites: *LATN V1101-V1102*, or *LATN V1121*, or the equivalent.

Prerequisites: LATN UN1101 # UN1102 or LATN UN1121 or equivalent.

Selections from Catullus and Cicero

Spring 2025: LATN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2101	001/14788	T Th 6:10pm - 8:00pm 522b Kent Hall	Marissa Swan	4.00	11/18

Fall 2025: LATN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2101	001/11313	T Th F 10:10am - 11:25am 616 Hamilton Hall	Steven Brandwood	4.00	11/18
LATN 2101	002/11314	M W 6:10pm - 8:00pm 616 Hamilton Hall	Greta Gualdi	4.00	7/18

LATN UN2102 INTERMEDIATE LATIN II. 4.00 points.Prerequisites: *LATN V1201* or the equivalent.Prerequisites: LATN UN2101 or the equivalent. Selections from Ovids *Metamorphoses* and from Sallust, Livy, Seneca, or Pliny

Spring 2025: LATN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2102	001/14790	T Th F 10:10am - 11:25am 609 Hamilton Hall	Carmela Franklin	4.00	13/18
LATN 2102	002/14791	M W 6:10pm - 8:00pm 522b Kent Hall	Geoffrey Harmsworth	4.00	13/15

Fall 2025: LATN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 2102	001/11315	T Th 6:10pm - 8:00pm 616 Hamilton Hall	Victoria Jansson	4.00	13/18

LATN UN3309 LATIN LITERATURE SELECTIONS. 3.00 points.Prerequisites: *LATN V1202* or the equivalent.

Prerequisites: LATN UN2102 or the equivalent. Since the content of this course changes from year to year, it may be repeated for credit

Fall 2025: LATN UN3309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3309	001/11316	T Th 8:40am - 9:55am 613 Hamilton Hall	Rosalie Stoner	3.00	9/15

LATN UN3012 AUGUSTAN POETRY. 3.00 points.Prerequisites: *LATN V1202* or the equivalent.

Prerequisites: LATN UN2102 or the equivalent. Selections from Vergil and Horace. Combines literary analysis with work in grammar and metrics

Fall 2025: LATN UN3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3012	002/00994	M W 4:10pm - 5:25pm 307 Milbank Hall	Darcy Krasne	3.00	11/25

LATN UN3980 POST-BACCALAUREATE SEMINAR. 3.00 points.

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

Fall 2025: LATN UN3980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3980	001/11317	Th 4:10pm - 6:00pm 613 Hamilton Hall	Elizabeth Scharffenberger	3.00	4/15

LATN UN3996 THE MAJOR SEMINAR. 3.00 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 2025: LATN UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3996	001/00450	Th 4:10pm - 6:00pm 318 Milbank Hall	Ellen Morris	3.00	4/15

LATN UN3997 DIRECTED READINGS IN LATIN LIT. 3.00 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

Spring 2025: LATN UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3997	001/14879		Gareth Williams	3.00	2/5
LATN 3997	005/14880		Joseph Howley	3.00	0/5
LATN 3997	007/14881		Kathy Eden	3.00	0/5
LATN 3997	008/14882		Seth Schwartz	3.00	0/5

Fall 2025: LATN UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3997	001/11318		Gareth Williams	3.00	2/5
LATN 3997	002/11321		Katharina Volk	3.00	0/5

LATN UN3998 SUPERVISED RSRCH IN LATIN LIT. 3.00 points.

Prerequisites: the director of undergraduate studies permission. A program of research in Latin literature. Research paper required

Spring 2025: LATN UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3998	001/00907		Kristina Milnor	3.00	1/5
LATN 3998	002/14883		Gareth Williams	3.00	2/5
LATN 3998	003/14884		Carmela Franklin	3.00	1/5
LATN 3998	005/14885		Kathy Eden	3.00	0/5
LATN 3998	007/14886		Joseph Howley	3.00	1/5
LATN 3998	008/14887		Seth Schwartz	3.00	0/5
LATN 3998	009/20641		Katharina Volk	3.00	1/2

Fall 2025: LATN UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 3998	001/14802		Gareth Williams	3.00	1/5

LATN GU4009 LATIN LIT PROSE SELECTIONS. 3.00 points.

Prerequisites: *LATN V3012* or the equivalent.

Prerequisites: LATN V3012 or the equivalent. Since the content of this course changes from year to year, it may be repeated for credit

Fall 2025: LATN GU4009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4009	001/11325	M W 2:40pm - 3:55pm 613 Hamilton Hall	Gareth Williams	3.00	11/15

LATN GR5100 Diagnostic Readings in Latin Language. 2.00 points.

This course is designed to provide incoming first-year graduate students in Classics with a small reading class that will allow a faculty instructor to assess students' needs before they advance further into the graduate program

LATN GR5139 ELEMENTS LATIN PROSE STYLE. 4.00 points.

Prerequisites: at least four semesters of Latin, or the equivalent. Intensive review of Latin syntax with translation of English sentences and paragraphs into Latin

LATN GR8010 Catullus in Context. 3.00 points.

This class considers the work of Catullus in the context of the history of Latin personal poetry. A master of multiple genres and meters, Catullus wrote poems ranging in length from two to 408 lines and in topic from love to political invective to mythological narrative and beyond. Of profound influence on subsequent Latin poetry, Catullus was also part of a vibrant literary scene in mid-first-century BCE Rome, of whose productions (with the exception of Lucretius) only fragments survive. We will read Catullus in tandem with his predecessors, his contemporaries (including notably the so-called Neoterics), and his immediate successors, in order to gain a sense of his significance and place within the development of Latin literature. The class is open to graduate students, as well as to advanced postbaccalaureate and undergraduate students with the permission of the instructor

Cognitive Science

Department Website: <https://cogsci.barnard.edu/>

Barnard Department Assistant: Maia Bernstein,
mbernste@barnard.edu

Office Location: 326 Milbank Hall

Phone Number: 212-854-4689

Barnard Department Email Address: cogsci@barnard.edu

Cognitive Science is the cross-disciplinary study of how the mind works, with a focus on perception, reasoning, memory, attention, language, decision-making, motor control, and problem solving. Cognitive scientists often compare minds to computers. In particular, they describe mental processes as computational operations on internal representations. For instance, perception is seen as a representation of the external world that results from sensory stimulation; learning is analyzed as the addition of new representations through interactions with the environment; reasoning is treated as the addition of new representations through operations on existing representations.

Cognitive Science is an interdisciplinary field: it draws on tools and ideas from psychology, neuroscience, linguistics, economics, computer science, and philosophy, with affiliated faculty in each of these disciplines. Psychologists study the computational operations that we use to solve specific tasks; neuroscientists study the implementation of those operations in the brain; linguists study the representations involved in communication; economists study the representations involved in decisions involving uncertainty and reward; computer scientists consider how the processes involved in human cognition fit into a more general theory of computations and a larger space of tasks; and philosophers ask fundamental questions about the nature of representation and computation.

Student Learning Outcomes

Cognitive Science majors will gain fluency in computational methods; a capacity for rigorous and careful thought; a broad understanding of the affiliated disciplines; and a deep understanding of cognition.

Barnard Director: Professor Ann Senghas

Columbia Director: Professor Elif Duman

Steering Committee:

Dima Amso (Psychology, Columbia)

Elif Duman (Psychology, Columbia)

John McWhorter (Linguistics, Columbia)

John Morrison (Philosophy, Barnard)

Christopher A.B. Peacocke (Philosophy, Columbia)

Ann Senghas (Psychology, Barnard)

Lisa Son (Psychology, Barnard)

Michael Woodford (Economics, Columbia)

Rebecca Wright (Computer Science, Barnard)

Affiliated Faculty:

Christopher Baldassano (Psychology, Columbia)

Peter Balsam (Neuroscience & Behavior; Psychology, Barnard)

Akeel Bilgrami (Philosophy, Columbia)

BJ Casey (Neuroscience & Behavior, Barnard)

Jessica Collins (Philosophy, Columbia)

Lila Davachi (Psychology, Columbia)

Mark Dean (Economics, Columbia)

Aaron A. Fox (Music, Columbia)

David A. Freedberg (Art History & Archaeology, Columbia)

Melissa Fusco (Philosophy, Columbia)

Michelle Greene (Psychology, Barnard)

Larisa Heiphetz (Psychology, Columbia)

Mariusz S. Kozak (Music, Columbia)

Niko Kriegeskorte (Psychology, Columbia)

Meredith Landman (Linguistics, Columbia)

Karen Lewis (Philosophy, Barnard)

Caroline Marvin (Psychology, Columbia)
 Kileen McCrink (Psychology, Barnard)
 Janet Metcalfe (Psychology, Columbia)
 Kevin Ochsner (Psychology, Columbia)
 Christos Papadimitriou (Computer Science, Columbia)
 Robert Remez (Psychology, Barnard)
 Daphna Shohamy (Psychology, Columbia)
 Rae Silver (Psychology, Columbia)
 Alfredo Spagna (Psychology, Columbia)
 Herbert Terrace (Psychology, Columbia)
 Nim Tottenham (Psychology, Columbia)
 Carl Vondrick (Computer Science, Columbia)
 Alex White (Neuroscience and Behavior, Barnard)
 Keren Yarhi-Milo (Political Science, Columbia)

Cognitive science is the cross-disciplinary study of how the mind works, with a focus on perception, reasoning, memory, attention, language, decision-making, motor control, and problem solving. It draws on tools and ideas from psychology, neuroscience, linguistics, economics, computer science, and philosophy. The major requirements are designed to provide breadth in the affiliated disciplines and depth in the student's chosen area of specialization.

A major in Cognitive Science consists of seven required courses and four electives in a chosen area of specialization culminating in the senior capstone. The minimum number of courses is 13 and the minimum number of points is 39.

Major Requirements:

1. Required courses (7 classes)

- COGS UN1001 Introduction to Cognitive Science Introduction to Cognitive Science
- One cognition-focused course in each of four areas: psychology, neuroscience, philosophy, and linguistics.
Courses must be chosen from the approved list in each area; please see the approved lists below.
- Two courses in a fifth area: mathematical and computational methods.
Courses must be chosen from the approved list and not be redundant; please see the approved lists below.

2. Area of Specialization and Electives (four classes)

Students must choose an area of specialization and four electives to build expertise in that area.

- Sample specializations: aesthetics, cognitive development, cognitive linguistics, cognitive neuroscience, cognitive psychology, consciousness, decision science, human-computer interaction, intelligence, learning, memory, natural language processing, neuroeconomics, perception, and social cognition. Please see below for lists of possible electives for these specializations.
- The choice of specialization is flexible; the sample specializations are just examples. This is an opportunity for students to be creative; a student who has ideas about a new specialization that they would like to pursue may do so with the approval of the program director.
- There must be at least one faculty member affiliated with the program who has expertise in the student's chosen area so that they can ensure that the student's electives will provide sufficient preparation for the senior project.

3. Senior Capstone

Students may fulfill the Senior Capstone requirement in two ways: with a year-long senior project, or by taking two additional advanced courses.

- The senior project is a year-long project in a student's area of specialization under the supervision of a chosen advisor. The project could be an experiment or a paper. Please note that a student who wishes to do a senior project is responsible for finding an advisor for the project, though the program director may be able to suggest faculty members whom the student might contact.
 - Students who do senior projects must register for both COGS UN3903 Senior Project (3 points) and COGS UN3901 Senior Project Seminar (1 point) in the fall and COGS UN3904 Senior Project (3 points) and COGS UN3902 Senior Project Seminar (1 point) in the spring (8 points total).
- The Senior Project Seminar is an opportunity for students to present their projects to each other.
- While a year-long project is recommended, students may also satisfy the senior capstone requirement by taking two advanced courses, at least one of which must include a significant paper or project. The courses must be chosen in consultation with the program director and must be related to the student's area of specialization. Both courses should be at the 3000-level or above.

The area of specialization, electives, and capstone must form a coherent course of study and must be approved by the program director.

Please note:

- Courses taken pass/fail may not count towards Cognitive Science major requirements.
- While some courses listed under the sample specializations are also on the lists of courses approved to count for area requirements, no course may be double counted: if a student is counting a course for an area requirement, then that course may not be counted as an elective.

Courses approved to count in each area: Psychology

PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC
PSYC BC2110	PERCEPTION-LECTURE
PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC
PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC
PSYC UN2210	COGNITION: BASIC PROCESSES
PSYC UN2220	COGNITION: MEMORY AND STRESS
PSYC UN2270	Perception and Cognition in Social Life
PSYC UN2280	Developmental Psychology
PSYC UN2430	COGNITIVE NEUROSCIENCE
PSYC BC3394	METACOGNITION

Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.

Neuroscience

NSBV BC1001	INTRODUCTION TO NEUROSCIENCE
NSBV BC2008	ADAPTIVE OR ARRESTED DEVELOPMENT OF THE ADOLESCENT BRAIN
PSYC UN2430	COGNITIVE NEUROSCIENCE
PSYC UN2435	Social Neuroscience
PSYC UN2450	BEHAVIORAL NEUROSCIENCE
PSYC UN2481	Developmental Cognitive Neuroscience
NSBV BC3381	Visual Neuroscience: From the Eyeball to the Mind's Eye

Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.

Philosophy

PHIL UN2655	COGNITIVE SCIENCE AND PHILOSOPHY
PHIL UN3252	Philosophy of Language and Mind
PHIL UN3651	PHILOSOPHY OF MIND
PHIL UN3655	TOPICS IN COGNITIVE SCIENCE AND PHILOSOPHY
COGS UN3952	Philosophy of Computing

Please note that only the "Perception" section of PHIL UN3912 counts.

Linguistics

LING UN3101	INTRODUCTION TO LINGUISTICS

Mathematical and Computational Methods

Logic and Decision Theory:

ECON GU4850	COGNITIVE MECH # ECON BEHAVIOR
PHIL UN1401	INTRODUCTION TO LOGIC
PHIL UN3411	SYMBOLIC LOGIC
PHIL GU4561	PROBABILITY # DECISION THEORY
PSYC UN2235	THINKING AND DECISION MAKING

Statistics:

ECON BC1007	MATH METHODS FOR ECONOMICS
ECON BC2411	STATISTICS FOR ECONOMICS
PSYC BC1101	STATISTICS LECTURE AND RECITATION
PSYC UN1610	STATISTICS-BEHAVIORAL SCIENTISTS
STAT UN1001	INTRO TO STATISTICAL REASONING
STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN1201	CALC-BASED INTRO TO STATISTICS

Computer Science:

COMS BC1016	Introduction to Computational Thinking and Data Science
COMS W1001	INTRO TO INFORMATION SCIENCE
COMS W1002	COMPUTING IN CONTEXT
COMS W1004	PROGRAMMING IN JAVA

COMS W3134	Data Structures in Java
COMS W3136	ESSENTIAL DATA STRUCTURES
COMS W3137	HONORS DATA STRUCTURES # ALGOL
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI
STEM BC2223	PROGRAMMING BEHAV SCIENCES

Sample Specializations

Please note that while a few of the courses listed below are on the lists of courses approved to count for area requirements, no course may be double counted: if a student uses a course to fulfill an area requirement then that course may not be counted as an elective.

Aesthetics

4 of the following:

MUSI UN2320	Introduction to Music Cognition
SOAR AV4000	
PHIL GU4055	
PSYC GU4239	COG NEURO NARRATIVE FILM
MUSI GU4325	Topics in Music Cognition
CLEN GU4728	Literature in the Age of AI

Cognitive Development

4 of the following:

PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC
PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC
PSYC UN2481	Developmental Cognitive Neuroscience
PSYC BC3369	LANGUAGE DEVELOPMENT
PSYC GU4202	Theories of Change in Human Development
PSYC GU4222	The Cognitive Neuroscience of Aging (Seminar)
PSYC GU4498	BEHAVIORAL EPIGENETICS

Cognitive Linguistics

4 of the following:

ANTH UN1009	INTRO TO LANGUAGE # CULTURE
LING UN3103	Language, Brain and Mind
PSYC BC3164	PERCEPTION AND LANGUAGE
PHIL UN3252	Philosophy of Language and Mind
PSYC BC3369	LANGUAGE DEVELOPMENT
LING GU4202	COGNITIVE LINGUISTICS
LING GU4206	ADV GRAMMAR AND GRAMMARS
PSYC GU4244	LANGUAGE AND MIND
LING GU4376	PHONETICS # PHONOLOGY

Cognitive Neuroscience

4 of the following:

PSYC UN2481	Developmental Cognitive Neuroscience
NSBV BC3405	NEUROSCIENCE OF TRAUMA
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4239	COG NEURO NARRATIVE FILM
PSYC GU4415	METHODS/ISSU-COGNITIV NEU
PSYC GU4498	BEHAVIORAL EPIGENETICS

Cognitive Psychology

4 of the following:

PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC
PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC
PSYC UN2220	COGNITION: MEMORY AND STRESS
PSYC BC3164	PERCEPTION AND LANGUAGE
PSYC BC3394	METACOGNITION
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4672	MORAL PSYCHOLOGY

Consciousness

4 of the following:

PSYC UN2210	COGNITION: BASIC PROCESSES
PHIL UN3651	PHILOSOPHY OF MIND
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4244	LANGUAGE AND MIND

Decision Science

4 of the following:

PSYC BC2141	ABNORMAL PSYCHOLOGY
PSYC BC2178	FORENSIC PSYCHOLOGY
PSYC UN2235	THINKING AND DECISION MAKING
PSYC UN2620	ABNORMAL BEHAVIOR
PSYC GU4202	Theories of Change in Human Development
PSYC GU4241	Mentalizing: How we read people
PSYC GU4430	Learning and the Brain (Seminar)
COGS GU4800	Resource-Constrained Decision Making

Please note that PSYC BC2141 Abnormal Psychology and PSYC UN2620 Abnormal Behavior are redundant and only one may be counted towards Cognitive Science major requirements.

Human-Computer Interaction

4 of the following:

PSYC UN3270	COMPUT APPROACHES-HUMAN VISION
PSYC BC3399	HUMAN AND MACHINES
COMS W4170	USER INTERFACE DESIGN

IEME E4200	HUMAN-CENTERED DESIGN AND INNOVATION
PSYC GU4236	Machine Intelligence
COMS E6178	Human-Computer Interaction

Intelligence

4 of the following:

PSYC GU4236	Machine Intelligence
COMS W4701	ARTIFICIAL INTELLIGENCE
COMS W4705	NATURAL LANGUAGE PROCESSING
COMS W4771	MACHINE LEARNING
PSYC GR6080	Introduction to Neural Networks and Deep Learning

Learning

4 of the following:

PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC
COMS W4705	NATURAL LANGUAGE PROCESSING
COMS W4771	MACHINE LEARNING
PSYC GR6080	Introduction to Neural Networks and Deep Learning

Memory

4 of the following:

PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC
PSYC UN2220	COGNITION: MEMORY AND STRESS
PSYC UN3445	THE BRAIN AND MEMORY
PSYC UN3455	Neurobiology of Working Memory

Natural Language Processing

4 of the following:

LING UN3103	Language, Brain and Mind
PHIL UN3252	Philosophy of Language and Mind
PSYC GU4236	Machine Intelligence
PSYC GU4242	Evolution of Language (seminar)
COMS W4705	NATURAL LANGUAGE PROCESSING

Neuroeconomics

1. Either:

ECON BC3035	INTERMEDIATE MICROECONOMICS

Or:

ECON UN3211	INTERMEDIATE MICROECONOMICS

2. Either:

ECON GU4020	ECON OF UNCERTAINTY # INFORMTN

Or:

ECON GU4415	GAME THEORY

3. Two from the following list:

PSYC UN2235	THINKING AND DECISION MAKING
ECON BC3048	Introduction to Behavioral Economics
PSYC GU4287	DECISION ARCHITECTURE
ECON GU4840	BEHAVIORAL ECONOMICS
ECON GU4860	BEHAVIORAL FINANCE (4.)
ECON GU4850	COGNITIVE MECH # ECON BEHAVIOR

4.

PSYC GU4289	THE GAMES PEOPLE PLAY:PSYCH OF STRAT DEC

Perception

4 of the following:

PSYC BC2110	PERCEPTION-LECTURE
PSYC BC3164	PERCEPTION AND LANGUAGE
NSBV BC3381	Visual Neuroscience: From the Eyeball to the Mind's Eye
NSBV BC3389	Hallucinations, illusions, dreaming and imagination
PSYC GU4225	CONSCIOUSNESS # ATTENTION
PSYC GU4280	CORE KNOWLEDGE

Social Cognition

4 of the following:

ANTH UN2004	INTRO TO SOC # CULTURAL THEORY
PSYC UN2435	Social Neuroscience
PSYC UN2630	SOCIAL PSYCHOLOGY
PSYC UN2640	INTRO TO SOCIAL COGNITION

Required Courses

Required for all Cognitive Science majors:

COGS UN1001 Introduction to Cognitive Science. 3 points.

Spring 2025: COGS UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 1001	001/00156	T Th 11:40am - 12:55pm 304 Barnard Hall	Randy Gallistel, Brendan Fleig-Goldstein	3	99/242

Fall 2025: COGS UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 1001	001/00010	T Th 2:40pm - 3:55pm 304 Barnard Hall	John Morrison, Christopher Baldassano	3	174/242

Required for Cognitive Science majors doing senior projects:

COGS UN3901 Senior Project Seminar. 1.00 point.

Discussion of senior research projects during the fall and spring terms that culminate in written and oral senior theses. Each project must be supervised by a cognitive scientist working at Barnard or Columbia

Fall 2025: COGS UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3901	001/00432	T 10:10am - 11:25am 227 Milbank Hall	John Morrison	1.00	12/16
COGS 3901	002/01170	Th 10:10am - 11:25am 227 Milbank Hall	John Morrison	1.00	12/16

COGS UN3902 Senior Project Seminar. 1.00 point.

Discussion of senior research projects during the fall and spring terms that culminate in written and oral senior theses. Each project must be supervised by a cognitive scientist working at Barnard or Columbia

Spring 2025: COGS UN3902

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3902	001/00157	M 4:10pm - 6:00pm 111 Milstein Center	John Morrison	1.00	15/15

COGS UN3903 Senior Project. 3.00 points.

Senior Project in Cognitive Science

Fall 2025: COGS UN3903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3903	001/20352		John Wilcox	3.00	1/1
COGS 3903	002/20384		Meghan Meyer	3.00	1/1
COGS 3903	003/01202		John Morrison	3.00	5/5
COGS 3903	004/20444		Janet Metcalfe	3.00	1/1
COGS 3903	005/20445		Christopher Baldassano	3.00	4/4
COGS 3903	006/01206		Luca Iemi	3.00	1/1
COGS 3903	007/20449		Kristen Lane	3.00	1/1
COGS 3903	008/20488		Trenton Jerde	3.00	1/1
COGS 3903	009/01216		Lisa Son	3.00	2/2
COGS 3903	010/20497		Kiyohito Iigaya	3.00	1/1
COGS 3903	011/20498		Guillermo Horga Hernandez	3.00	1/1
COGS 3903	012/01218		Mariel Roberts	3.00	1/1
COGS 3903	013/20499		Mark Dean	3.00	1/1
COGS 3903	014/20501		Carl Hart	3.00	1/1
COGS 3903	015/01221		Mark Santolucito	3.00	1/1
COGS 3903	016/20680		Daphna Shohamy	3.00	0/1
COGS 3903	017/20688		Dennis Tenen	3.00	0/1

COGS UN3904 Senior Project. 3.00 points.

Senior Project in Cognitive Science

Spring 2025: COGS UN3904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3904	001/00866		John Morrison	3.00	1/1
COGS 3904	002/00867		Ann Senghas	3.00	0/1
COGS 3904	003/16856		Brendan Fleig-Goldstein	3.00	0/1
COGS 3904	004/00868		BJ Casey	3.00	0/1
COGS 3904	005/00869		Luca Iemi	3.00	1/1
COGS 3904	006/16857		Christopher Baldassano	3.00	3/3
COGS 3904	007/16858		Vicki Morwitz	3.00	1/1
COGS 3904	008/16859		John Wilcox	3.00	1/1
COGS 3904	009/00870		Karen Lewis	3.00	0/1
COGS 3904	010/16860		Nora Isacoff	3.00	1/1
COGS 3904	011/16861		Lydia Chilton	3.00	1/1
COGS 3904	012/16862		Janet Metcalfe	3.00	1/1
COGS 3904	013/16863		Trenton Jerde	3.00	1/1
COGS 3904	014/16864		Kristen Lane	3.00	1/1
COGS 3904	015/16865		Kimberly Noble	3.00	1/1
COGS 3904	016/16866		Brian Smith	3.00	1/1

Psychology:**PSYC BC2107 PSYCHOLOGY OF LEARNING - LEC. 3.00 points.**

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental: Learning and Motivation

Fall 2025: PSYC BC2107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2107	001/00103	T Th 1:10pm - 2:25pm 304 Barnard Hall	Ken Light	3.00	77/120

PSYC BC2110 PERCEPTION-LECTURE. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2109, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1480 Perception and Attention; and PSYC UN2230 Perception and Sensory Processes

Fall 2025: PSYC BC2110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2110	001/00104	M W 10:10am - 11:25am 328 Milbank Hall	Robert Remez	3.00	44/55

PSYC BC2115 COGNITIVE PSYCHOLOGY - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2114, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2220 Cognition: Memory and Stress; and PSYC UN2210 Cognition: Basic Processes

Spring 2025: PSYC BC2115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2115	001/00330	M W 10:10am - 11:25am 408 Zankel	Lisa Son	3.00	86/100

PSYC BC2129 DEVELOPMENTAL PSYCHOLOGY-LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Note that this lecture can be taken without its affiliated lab, PSYC BC2128, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2280 Introduction to Developmental Psychology

Spring 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00571	T Th 10:10am - 11:25am LI002 Milstein Center	Ann Senghas	3.00	68/98

Fall 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00106	M W 2:40pm - 3:55pm 405 Milbank Hall	Armita Ghobadi	3.00	76/111

PSYC UN2210 COGNITION: BASIC PROCESSES. 3.00 points.

Spring 2025: PSYC UN2210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2210	001/11824	M W 1:10pm - 2:25pm 209 Havemeyer Hall	Nora Isacoff	3.00	68/65

Fall 2025: PSYC UN2210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2210	001/10386	T Th 1:10pm - 2:25pm 602 Hamilton Hall	Nora Isacoff	3.00	59/80

PSYC UN2220 COGNITION: MEMORY AND STRESS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Attendance at the first class is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Memory, attention, and stress in human cognition

Fall 2025: PSYC UN2220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/11135	M W 1:10pm - 2:25pm 313 Fayerweather	Janet Metcalfe	3.00	57/75

PSYC UN2270 Perception and Cognition in Social Life. 3.00 points.

This course focuses on perception and cognition in social life. We start by addressing the core social motivations we experience in everyday life (e.g., our desire to feel like we belong to a group). Next, we examine how these motivations shape our basic sensory experiences—for example why we can't help but anthropomorphize inanimate objects or enjoy holding hands with our partner. We then examine the mental strategies we use to meet our social needs, such as how we figure out other people's thoughts and feelings, as well as our own. Finally, we wrap up by examining how these motivations, perceptions, and cognitions play out not just within one mind – but also between minds in everyday social interaction. This course will not only teach you the fundamental science behind the social mind. It will also let you see your own social life through a whole new lens

Spring 2025: PSYC UN2270

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2270	001/12981	M W 2:40pm - 3:55pm 330 Uris Hall	Meghan Meyer	3.00	55/60

PSYC UN2280 Developmental Psychology. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Enrollment may be limited. Attendance at the first two classes is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the equivalent.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the equivalent.

Introduction to the scientific study of human development, with an emphasis on psychobiological processes underlying perceptual, cognitive, and emotional development

Fall 2025: PSYC UN2280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2280	001/10387	T Th 4:10pm - 5:25pm 501 Schermerhorn Hall	Nim Tottenham	3.00	170/189

PSYC UN2430 COGNITIVE NEUROSCIENCE. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or

Prerequisites: PSYC UN1001 or equivalent introductory course in Psychology This course provides an in-depth survey of data and models of a wide variety of human cognitive functions. Drawing on behavioral, neuropsychological, and neuroimaging research, the course explores the neural mechanisms underlying complex cognitive processes, such as perception, memory, and decision making. Importantly, the course examines the logic and assumptions that permit us to interpret brain activity in psychological terms

Spring 2025: PSYC UN2430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/13711	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Lila Davachi	3.00	97/120

Fall 2025: PSYC UN2430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/10388	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	Alfredo Spagna	3.00	51/120

PSYC BC3394 METACOGNITION. 4.00 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

Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.

Neuroscience**NSBV BC1001 INTRODUCTION TO NEUROSCIENCE. 3.00 points.**

This course is required for all the other courses offered in Neuroscience and Behavior. The course introduces students to the anatomy and physiology of the nervous system. The topics include the biological structure of the nervous system and its different cell types, the basis of the action potential, principles of neurotransmission, neuronal basis of behavior, sleep/wake cycles, and basic aspects of clinical neuroscience

Spring 2025: NSBV BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 1001	001/00036	T Th 8:40am - 9:55am 304 Barnard Hall	BJ Casey	3.00	139/180

Fall 2025: NSBV BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 1001	001/00095	T Th 8:40am - 9:55am 304 Barnard Hall	BJ Casey	3.00	183/200

NSBV BC2008 ADAPTIVE OR ARRESTED DEVELOPMENT OF THE ADOLESCENT BRAIN. 3.00 points.

The teen brain has received a lot of media coverage with advances in brain imaging techniques that provide a voyeuristic opportunity for us to look under the hood of the behaving adolescent brain. This course will cover empirical and theoretical accounts of adolescent-specific changes in brain and behavior that relate to the development of self control. These accounts of adolescent brain and behavior will then be discussed in the context of relevant legal, social and health policy issues. Lectures and discussion will address: Under what circumstances self control appears to be diminished in adolescents. How do dynamic changes in neural circuitry help to explain changes in self control across development? When does the capacity for self control fully mature? Are these changes observed in other species? How might these changes be evolutionarily adaptive and when are they maladaptive? How might understanding adolescent brain and behavioral development inform interventions and treatments for maladaptive behavior or inform policy for changing the environment to protect youth?

PSYC UN2430 COGNITIVE NEUROSCIENCE. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or

Prerequisites: PSYC UN1001 or equivalent introductory course in Psychology This course provides an in-depth survey of data and models of a wide variety of human cognitive functions. Drawing on behavioral, neuropsychological, and neuroimaging research, the course explores the neural mechanisms underlying complex cognitive processes, such as perception, memory, and decision making. Importantly, the course examines the logic and assumptions that permit us to interpret brain activity in psychological terms

Spring 2025: PSYC UN2430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/13711	T Th 1:10pm - 2:25pm 614 Schermerhorn Hall	Lila Davachi	3.00	97/120

Fall 2025: PSYC UN2430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2430	001/10388	M W 2:40pm - 3:55pm 614 Schermerhorn Hall	Alfredo Spagna	3.00	51/120

PSYC UN2435 Social Neuroscience. 3.00 points.

This course will provide a broad overview of the field of social neuroscience. We will consider how social processes are implemented at the neural level, but also how neural mechanisms help give rise to social phenomena and cultural experiences. Many believe that the large expansion of the human brain evolved due to the complex demands of dealing with social others—competing or cooperating with them, deceiving or empathizing with them, understanding or misjudging them. What kind of “social brain” has this evolutionary past left us with? In this course, we will review core principles, theories, and methods guiding social neuroscience, as well as research examining the brain basis of processes such as theory of mind, emotion, stereotyping, social group identity, empathy, judging faces and bodies, morality, decision-making, the impact of culture and development, among others. Overall, this course will introduce students to the field of social neuroscience and its multi-level approach to understanding the brain in its social context

Spring 2025: PSYC UN2435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/11828	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Jon Freeman	3.00	111/130

Fall 2025: PSYC UN2435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/10389	M W 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Jon Freeman	3.00	77/90

PSYC UN2450 BEHAVIORAL NEUROSCIENCE. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Examines the principles governing neuronal activity, the role of neurotransmitter systems in memory and motivational processes, the presumed brain dysfunctions that give rise to schizophrenia and depression, and philosophical issues regarding the relationship between brain activity and subjective experience

Spring 2025: PSYC UN2450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2450	001/11829	M W 10:10am - 11:25am 614 Schermerhorn Hall	Sarah DeMoya	3.00	72/72

PSYC UN2481 Developmental Cognitive Neuroscience. 3.00 points.

The course will be an introduction to the science of structural and functional brain development beginning in the prenatal period. We will cover major domains in both cognitive and social development. This is a flipped course, where students will watch lectures online (three 55 minute lectures each week) and participate in classroom discussions and exercises (1 hour 50 minutes twice a week) with the Professor and each other when in person

NSBV BC3381 Visual Neuroscience: From the Eyeball to the Mind's Eye. 4.00 points.

By absorbing electromagnetic radiation through their eyes, people are able to catch frisbees, recognize faces, and judge the beauty of art. For most of us, seeing feels effortless. That feeling is misleading. Seeing requires not only precise optics to focus images on the retina, but also the concerted action of millions of nerve cells in the brain. This intricate circuitry infers the likely causes of incoming patterns of light and transforms that information into feelings, thoughts, and actions. In this course we will study how light evokes electrical activity in a hierarchy of specialized neural networks that accomplish many unique aspects of seeing. Students will have the opportunity to focus their study on particular aspects, such as color, motion, object recognition, learning, attention, awareness, and how sight can be lost and recovered. Throughout the course we will discuss principles of neural information coding (e.g., receptive field tuning, adaptation, normalization, etc.) that are relevant to other areas of neuroscience, as well as medicine, engineering, art and design

Please note that PSYC UN2430 Cognitive Neuroscience may be used to fulfill either the Neuroscience requirement or the Psychology requirement, but not both.

Philosophy:**PHIL UN2655 COGNITIVE SCIENCE AND PHILOSOPHY. 3.00 points.**

This course will survey a number of topics at the intersection of cognitive science and philosophy. Potential topics include free will, consciousness, embodied cognition, artificial intelligence, neural networks, and the language of thought

Fall 2025: PHIL UN2655

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2655	002/01080	T Th 5:40pm - 6:55pm 304 Barnard Hall	Joshua Kramer	3.00	33/60
PHIL 2655	003/01090	M W 5:40pm - 6:55pm 207 Milbank Hall	Joshua Kramer	3.00	23/40

PHIL UN3252 Philosophy of Language and Mind. 3 points.

This course will provide an introduction to meaning, reference, understanding, and content in language, thought, and perception. A central concern will be the question of the relation of meaning to truth-conditions, and what is involved in language and thought successfully latching on to reality. If you have not already taken an elementary course in first order logic, you will need to catch up in that area to understand some crucial parts of the course. All the same, the primary concerns of the course will be philosophical, rather than technical.

PHIL UN3651 PHILOSOPHY OF MIND. 3.00 points.**PHIL UN3655 TOPICS IN COGNITIVE SCIENCE AND PHILOSOPHY. 3.00 points.**

This course will focus on one topic at the intersection of cognitive science and philosophy. Potential topics include free will, consciousness, modularity, mental representation, probabilistic inference, the language of thought, and the computational theory of mind

Spring 2025: PHIL UN3655

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3655	001/17700	T Th 1:10pm - 2:25pm 303 Uris Hall	Brendan Fleig-Goldstein	3.00	62/60

Fall 2025: PHIL UN3655

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3655	001/00969	T Th 8:40am - 9:55am 323 Milbank Hall	Soren Schlassa	3.00	28/30

COGS UN3952 Philosophy of Computing. 4.00 points.

Advances in artificial intelligence carry potential for both social good and ethical danger. The purpose of this course is to explore both foundational and applied debates in the philosophy of computing, with a focus on machine learning technologies. Drawing from works in philosophy, computer science, literature, and policy, this course will comprehensively examine the conceptual and normative challenges artificial intelligence presents. The course analyzes present-day challenges through the prism of specific technologies and tools, namely predictive analytics, computer vision, and large language models, and also investigates moral and social questions on the horizon, with an eye to how advancements in computing will impact responsibility, moral status, and relationships

Spring 2025: COGS UN3952

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COGS 3952	001/00723	T 6:10pm - 8:00pm 214 Milbank Hall	Beba Cibralic	4.00	18/20

(Please note that only the "Perception" section of the PHIL UN3912 Seminar counts towards the Cognitive Science major; that section is not offered every year.)

Linguistics**LING UN3101 INTRODUCTION TO LINGUISTICS. 3.00 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 (in space, time, and community), and language of the individual (psycholinguistics, errors, aphasia, neurology of language, and acquisition). Workload: lecture, weekly homework, and final examination

Spring 2025: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/00885	T Th 5:40pm - 6:55pm 323 Milbank Hall	Maya Barzilai	3.00	27/30

Fall 2025: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/11382	T Th 1:10pm - 2:25pm Cin Alfred Lerner Hall	John McWhorter	3.00	163/300

Mathematical and Computational Methods

Logic and Decision Theory

ECON GU4850 COGNITIVE MECH # ECON BEHAVIOR. 4.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201

ECON W3211, W3213; STAT 1201.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201
Standard economic theory seeks to explain human behavior (especially in economic settings, such as markets) in terms of rational choice, which means that the choices that are made can be predicted on the basis of what would best serve some coherent objective, under an objectively correct understanding of the predictable consequences of alternative actions. Observed behavior often seems difficult to reconcile with a strong form of this theory, even if incentives clearly have some influence on behavior; and the course will discuss empirical evidence (both from laboratory experiments and observations in the field) for some well-established anomalies. But beyond simply cataloguing anomalies for the standard theory, the course will consider the extent to which departures from a strong version of rational choice theory can be understood as reflecting cognitive processes that are also evident in other domains such as sensory perception; examples from visual perception will receive particular attention. And in addition to describing what is known about how the underlying mechanisms work (something that is understood in more detail in sensory contexts than in the case of value-based decision making), the course will consider the extent to which such mechanisms — while suboptimal from a normative standpoint that treats perfect knowledge of one's situation as costless and automatic — might actually represent efficient uses of the limited information and bounded information-processing resources available to actual people (or other organisms). Thus the course will consider both ways in which the realism of economic analysis may be improved by taking into account cognitive processes, and ways in which understanding of cognitive processes might be advanced by considering the economic problem of efficient use of limited (cognitive) resources

PHIL UN1401 INTRODUCTION TO LOGIC. 3.00 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

Spring 2025: PHIL UN1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1401	001/00207	T Th 11:40am - 12:55pm 408 Zankel	Christopher Prodoehl	3.00	60/80

PHIL UN3411 SYMBOLIC LOGIC. 4.00 points.

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

Spring 2025: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/14173	M W 10:10am - 11:25am 402 Chandler	Achille Varzi	4.00	97/90

Fall 2025: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/11993	M W 10:10am - 11:25am 142 Uris Hall	Tamar Lando	4.00	86/90

PHIL GU4561 PROBABILITY # DECISION THEORY. 3.00 points.

Examines interpretations and applications of the calculus of probability including applications as a measure of degree of belief, degree of confirmation, relative frequency, a theoretical property of systems, and other notions of objective probability or chance. Attention to epistemological questions such as Hume's problem of induction, Goodman's problem of projectibility, and the paradox of confirmation

Fall 2025: PHIL GU4561

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4561	001/12049	M W 6:10pm - 7:25pm 328 Uris Hall	Jessica Collins	3.00	21/20

PSYC UN2235 THINKING AND DECISION MAKING. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology.

Prerequisites: an introductory course in psychology. Models of judgment and decision making in both certain and uncertain or risky situations, illustrating the interplay of top-down (theory-driven) and bottom-up (data-driven) processes in creating knowledge. Focuses on how individuals do and should make decisions, with some extensions to group decision making and social dilemmas

Spring 2025: PSYC UN2235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/11826	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3.00	116/120

Statistics

ECON BC1007 MATH METHODS FOR ECONOMICS. 4.00 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 Barnard 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

Spring 2025: ECON BC1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1007	001/00766	M W 11:40am - 12:55pm 328 Milbank Hall	Sharon Harrison	4.00	44/50
ECON 1007	002/00770	M W 10:10am - 11:25am 152 Horace Mann Hall	Mulu Gebreyohannes	4.00	54/50

Fall 2025: ECON BC1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1007	001/00052	M W 11:40am - 12:55pm 328 Milbank Hall	Sharon Harrison	4.00	55/56

ECON BC2411 STATISTICS FOR ECONOMICS. 4.00 points.

Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures

Fall 2025: ECON BC2411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2411	001/00063	T Th 10:10am - 11:25am LI001 Milstein Center	Randall Reback	4.00	44/50

PSYC BC1101 STATISTICS LECTURE AND RECITATION. 4.00 points.

Prerequisites: BC1001 and departmental permission via Barnard Department of Psychology Lab and Statistics Lottery (students enter lottery online to choose recitation section the previous semester). Enrollment limited to 18 students per recitation section. Prerequisite (or co-requisite): PSYC BC1001. Lecture course and associated recitation section introducing students to statistics and its applications to psychological research. The course covers basic theory, conceptual underpinnings, and common statistics. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: STAT UN1001 Introduction to Statistical Reasoning; STAT UN1101 Introduction to Statistics; STAT UN1201 Introduction to Statistics

Spring 2025: PSYC BC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1101	001/00355	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	19/20
PSYC 1101	001/00355	W 9:10am - 11:00am 222 Milbank Hall	Robert Brotherton	4.00	19/20
PSYC 1101	002/00356	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	18/18
PSYC 1101	002/00356	W 11:10am - 1:00pm 222 Milbank Hall	Robert Brotherton	4.00	18/18
PSYC 1101	003/00317	M W 10:10am - 11:25am 328 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	003/00317	M 12:10pm - 2:00pm 222 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	004/00318	M W 10:10am - 11:25am 328 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	004/00318	M 2:10pm - 4:00pm 222 Milbank Hall	Katherine Thorson	4.00	20/18

Fall 2025: PSYC BC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1101	001/00549	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	20/18
PSYC 1101	001/00549	W 10:10am - 12:00pm 516 Milstein Center	Robert Brotherton	4.00	20/18
PSYC 1101	002/00552	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	20/18
PSYC 1101	002/00552	W 12:10pm - 2:00pm 222 Milbank Hall	Robert Brotherton	4.00	20/18
PSYC 1101	003/00975	T 10:00am - 11:50am 516 Milstein Center	Tamar Kraft	4.00	19/20
PSYC 1101	003/00975	M W 2:40pm - 3:55pm 408 Zankel	Tamar Kraft	4.00	19/20
PSYC 1101	004/00976	Th 1:10pm - 3:00pm 516 Milstein Center	Tamar Kraft	4.00	17/20
PSYC 1101	004/00976	M W 2:40pm - 3:55pm 408 Zankel	Tamar Kraft	4.00	17/20

PSYC UN1610 STATISTICS-BEHAVIORAL SCIENTISTS. 4.00 points.

Lecture and lab. Priority given to psychology majors. Fee \$70.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*. Recommended preparation: one course in behavioral science and knowledge of high school algebra.

Corequisites: PSYC UN1611

Prerequisites: PSYC UN1001 or PSYC UN1010 Recommended preparation: one course in behavioral science and knowledge of high school algebra. Corequisites: PSYC UN1611 Introduction to statistics that concentrates on problems from the behavioral sciences

Spring 2025: PSYC UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/12985	T Th 10:10am - 11:25am 233 Seeley W. Mudd Building	Christopher Baldassano	4.00	48/45

Fall 2025: PSYC UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1610	001/10382	T Th 11:40am - 12:55pm 200b Schermerhorn Hall	Katherine Fox-Glassman	4.00	46/45

STAT UN1001 INTRO TO STATISTICAL REASONING. 3.00 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

Spring 2025: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/13986	M W 2:40pm - 3:55pm 602 Hamilton Hall	Victor de la Pena	3.00	79/86
STAT 1001	002/13987	T Th 10:10am - 11:25am 326 Uris Hall	Pratyay Datta	3.00	49/86
STAT 1001	003/13988	T Th 6:10pm - 7:25pm 428 Pupin Laboratories	Anthony Donoghue	3.00	76/86

Fall 2025: STAT UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/13671	T Th 10:10am - 11:25am 517 Hamilton Hall	Pratyay Datta	3.00	55/86
STAT 1001	002/13672	M W 6:10pm - 7:25pm 517 Hamilton Hall	Musa Elbulok	3.00	42/86
STAT 1001	003/13673	M W 8:40am - 9:55am 517 Hamilton Hall	Anthony Donoghue	3.00	47/86

STAT UN1101 INTRODUCTION TO STATISTICS. 3.00 points.

Prerequisites: intermediate high school algebra. Designed for students in fields that emphasize quantitative methods. Graphical and numerical summaries, probability, theory of sampling distributions, linear regression, 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

Spring 2025: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/13989	T Th 10:10am - 11:25am 501 Northwest Corner	Wayne Lee	3.00	88/160
STAT 1101	002/13991	M W 6:10pm - 7:25pm 614 Schermerhorn Hall	Ha Nguyen	3.00	102/120

Fall 2025: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/13675	T Th 6:10pm - 7:25pm 614 Schermerhorn Hall	Alex Pijyan	3.00	112/125
STAT 1101	002/13676	M W 8:40am - 9:55am 301 Pupin Laboratories	Alex Pijyan	3.00	213/250

STAT UN1201 CALC-BASED INTRO TO STATISTICS. 3.00 points.

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

Spring 2025: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13992	M W 10:10am - 11:25am 717 Hamilton Hall	Hammou El Barmi	3.00	78/86
STAT 1201	002/13993	M W 10:10am - 11:25am 602 Hamilton Hall	Joyce Robbins	3.00	70/85
STAT 1201	003/13994	T Th 10:10am - 11:25am 717 Hamilton Hall	Joyce Robbins	3.00	74/86
STAT 1201	004/13995	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Banu Baydil	3.00	138/180

Fall 2025: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13708	T Th 8:40am - 9:55am 402 Chandler	Chenyang Zhong	3.00	121/126
STAT 1201	002/13710	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Banu Baydil	3.00	277/300
STAT 1201	003/18505	M W 8:40am - 9:55am 309 Havemeyer Hall	Banu Baydil	3.00	132/200

Computer Science

COMS BC1016 Introduction to Computational Thinking and Data Science. 3.00 points.

This course and its co-requisite lab course will introduce students to the methods and tools used in data science to obtain insights from data. Students will learn how to analyze data arising from real-world phenomena while mastering critical concepts and skills in computer programming and statistical inference. The course will involve hands-on analysis of real-world datasets, including economic data, document collections, geographical data, and social networks. The course is ideal for students looking to increase their digital literacy and expand their use and understanding of computation and data analysis across disciplines. No prior programming or college-level math background is required

Spring 2025: COMS BC1016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1016	001/00458	M W 11:40am - 12:55pm 140 Horace Mann Hall	Tiffany Tseng	3.00	42/40
COMS 1016	002/00459	M W 1:10pm - 2:25pm 152 Horace Mann Hall	Tiffany Tseng	3.00	43/50

Fall 2025: COMS BC1016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1016	001/00416	M W 11:40am - 12:55pm 504 Diana Center	Eysa Lee	3.00	57/60
COMS 1016	002/00417	M W 1:10pm - 2:25pm 207 Milbank Hall	Murad Meghiani	3.00	19/40

COMS W1001 INTRO TO INFORMATION SCIENCE. 3.00 points.

Lect: 3.

Basic introduction to concepts and skills in Information Sciences: human-computer interfaces, representing information digitally, organizing and searching information on the internet, principles of algorithmic problem solving, introduction to database concepts, and introduction to programming in Python

Fall 2025: COMS W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1001	001/12789	T Th 10:10am - 11:25am 303 Uris Hall	Adam Cannon	3.00	57/60

COMS W1002 COMPUTING IN CONTEXT. 4.00 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 or COMS W1002

Fall 2025: COMS W1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1002	001/12790	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon, Mark Santolucito	4.00	105/300
COMS 1002	002/12791	T Th 1:10pm - 2:25pm 520 Mathematics Building	Mark Santolucito	4.00	16/60
COMS 1002	003/12792	T Th 1:10pm - 2:25pm 233 Seeley W. Mudd Building	Yining Liu, Mark Santolucito	4.00	23/40
COMS 1002	004/12793	T Th 1:10pm - 2:25pm 420 Pupin Laboratories	Julia Hirschberg, Debasmita Bhattacharya, Mark Santolucito	4.00	13/60

COMS W1004 PROGRAMMING IN JAVA. 3.00 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 or 1005.

Spring 2025: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/11948	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Adam Cannon	3.00	108/398
COMS 1004	002/11949	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon	3.00	86/398

Fall 2025: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/12794	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3.00	275/320
COMS 1004	002/12795	M W 5:40pm - 6:55pm 833 Seeley W. Mudd Building	Paul Blaer	3.00	150/164

COMS W3134 Data Structures in Java. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W1004) or COMS W1004; 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*.

Spring 2025: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/11962	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3	223/320
COMS 3134	002/11963	M W 5:40pm - 6:55pm 501 Northwest Corner	Paul Blaer	3	167/164

Fall 2025: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/12818	M W 4:10pm - 5:25pm 501 Northwest Corner	Brian Borowski	3	158/164

COMS W3136 ESSENTIAL DATA STRUCTURES. 4.00 points.

Prerequisites: (COMS W1004) or (COMS W1005) or (COMS W1007) or (ENGI E1006) COMS W1005 OR COMS W1007 OR ENGI E1006 OR COMS W1004

A second programming course intended for nonmajors with at least one semester of introductory programming experience. Basic elements of programming in C and C++, arraybased 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 W3137 HONORS DATA STRUCTURES # ALGOL. 4.00 points.

Prerequisites: (COMS W1004) or (COMS W1007) COMS W1004 OR COMS 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

ENGI E1006 INTRO TO COMP FOR ENG/APP SCI. 3.00 points.

An interdisciplinary course in computing intended for first year SEAS students. Introduces computational thinking, algorithmic problem solving and Python programming with applications in science and engineering. Assumes no prior programming background

Spring 2025: ENGI E1006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGI 1006	001/12014	T Th 5:40pm - 6:55pm 417 International Affairs Bldg	Timothy Paine	3.00	195/250

Fall 2025: ENGI E1006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGI 1006	001/12886	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	207/189

STEM BC2223 PROGRAMMING BEHAV SCIENCES. 4.00 points.

Specializations

Aesthetics

MUSI UN2320 Introduction to Music Cognition. 3.00 points.

The aim of music cognition is to understand the musical mind. This course is an introduction to a variety of key topics in this field, including human development, evolution, neural processing, embodied knowledge, memory and anticipation, cross-cultural perspectives, and emotions. The course explores recent research on these topics, as well as ways in which this research can be applied to music scholarship. Readings are drawn from fields as diverse as music theory, psychology, biology, anthropology, and neuroscience, and include general works in cognitive science, theoretical work focused on specific musical issues, and reports of empirical research

Fall 2025: MUSI UN2320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2320	001/15048	M W 10:10am - 11:25am 814 Dodge Building	Mariusz Kozak	3.00	18/21

PSYC GU4239 COG NEURO NARRATIVE FILM. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN1010 or

Prerequisites: (PSYC UN1010 or Equivalent introductory course in neuroscience or cognitive psychology This seminar will provide a broad survey of how narrative stories, films, and performances have been used as tools to study cognition in psychology and neuroscience

Fall 2025: PSYC GU4239

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4239	001/10354	T 10:10am - 12:00pm 608 Lewisohn Hall	Christopher Baldassano	3.00	15/15

MUSI GU4325 Topics in Music Cognition. 3.00 points.

This advanced seminar builds on the Introduction to Music Cognition (MUSIC UN2320) with an in-depth inquiry into selected key topics in the field of Music Cognition. Specific topics vary each year, depending on interest and availability of instructors, and include human development; evolution; communication and music's relation to language; embodied knowledge; first-person awareness; metaphor; ineffability; neuroscience; mental representations; memory and anticipation; cross-cultural studies; emotions; musical aesthetics; artificial intelligence; agency; creativity; and music's relation to other art forms. Each semester the course delves into recent research on 3–4 of these topics, focusing in particular on how this research can be applied to questions of musical knowledge. Advanced readings are drawn from fields as diverse as music theory, psychology, biology, anthropology, philosophy, and neuroscience. They include general works in cognitive science, theoretical work focused on specific musical issues, and reports of empirical research

CLEN GU4728 Literature in the Age of AI. 3.00 points.

In this course we will consider the long history of literature composed with, for, and by machines. Our reading list will start with Ramon Llull, the thirteenth-century combinatorial mystic, and continue with readings from Gottfried Leibniz, Francis Bacon, Jonathan Swift, and Samuel Butler. We will read "Plot Robots" instrumental to the writing of Hollywood scripts and pulp fiction of the 1920s, the avant-garde poetry of Dada and OULIPO, computer-generated love letters written by Alan Turing, and novels created by the first generation of artificial intelligence researchers in the 1950s and 60s. The course will conclude at the present moment, with an exploration of machine learning techniques of the sort used by Siri, Alexa, and other contemporary chat bots

Cognitive Development
PSYC BC2115 COGNITIVE PSYCHOLOGY - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2114, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2220 Cognition: Memory and Stress; and PSYC UN2210 Cognition: Basic Processes

Spring 2025: PSYC BC2115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2115	001/00330	M W 10:10am - 11:25am 408 Zankel	Lisa Son	3.00	86/100

PSYC BC2129 DEVELOPMENTAL PSYCHOLOGY-LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Note that this lecture can be taken without its affiliated lab, PSYC BC2128, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2280 Introduction to Developmental Psychology

Spring 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00571	T Th 10:10am - 11:25am LI002 Milstein Center	Ann Senghas	3.00	68/98

Fall 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00106	M W 2:40pm - 3:55pm 405 Milbank Hall	Armita Ghobadi	3.00	76/111

PSYC UN2481 Developmental Cognitive Neuroscience. 3.00 points.

The course will be an introduction to the science of structural and functional brain development beginning in the prenatal period. We will cover major domains in both cognitive and social development. This is a flipped course, where students will watch lectures online (three 55 minute lectures each week) and participate in classroom discussions and exercises (1 hour 50 minutes twice a week) with the Professor and each other when in person

PSYC BC3369 LANGUAGE DEVELOPMENT. 4.00 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. Prerequisites: PSYC BC1001 and one of the following: PSYC W2240, PSYC BC1129, or LING UN1101. 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 GU4202 Theories of Change in Human Development. 4.00 points.

What are the agents of developmental change in human childhood? How has the scientific community graduated from nature versus nurture, to nature and nurture? This course offers students an in-depth analysis of the fundamental theories in the study of cognitive and social development

Spring 2025: PSYC GU4202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/11848	W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	15/15

Fall 2025: PSYC GU4202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/10348	W 10:10am - 12:00pm 255 International Affairs Bldg	Dima Amso	4.00	18/20

PSYC GU4222 The Cognitive Neuroscience of Aging (Seminar). 4 points.

Prerequisites: courses in introductory psychology and cognitive psychology; and the instructor's permission. Comprehensive overview of various conceptual and methodologic approaches to studying the cognitive neuroscience of aging. The course will emphasize the importance of combining information from cognitive experimental designs, epidemiologic studies, neuroimaging, and clinical neuropsychological approaches to understand individual differences in both healthy and pathological aging.

PSYC GU4498 BEHAVIORAL EPIGENETICS. 4.00 points.

Prerequisites: basic background in neurobiology (for instance *PSYC W1010, W2450, W2460, W2480, and G4499*) and the instructor's permission.

Prerequisites: basic background in neurobiology (for instance *PSYC UN1010, UN2450, UN2460, UN2480, and GU4499*) and the instructors permission. This course will provide an overview of the field of epigenetics, with an emphasis on epigenetic phenomena related to neurodevelopment, behavior and mental disorders. We will explore how epigenetic mechanisms can be mediators of environmental exposures and, as such, contribute to psychopathology throughout the life course. We will also discuss the implications of behavioral epigenetic research for the development of substantially novel pharmacotherapeutic approaches and preventive measures in psychiatry

Fall 2025: PSYC GU4498

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4498	001/10368	F 2:10pm - 4:00pm 200c Schermerhorn Hall	Jennifer Blaze	4.00	7/20

Cognitive Linguistics

ANTH UN1009 INTRO TO LANGUAGE & CULTURE. 3.00 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

Spring 2025: ANTH UN1009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 1009	001/00645	M W 10:10am - 11:25am LI003 Barnard Hall	Elizabeth Green	3.00	40/90

LING UN3103 Language, Brain and Mind. 3.00 points.

The ability to speak distinguishes humans from all other animals, including our closest relatives, the chimpanzees. Why is this so? What makes this possible? This course seeks to answer these questions. We will look at the neurological and psychological foundations of the human faculty of language. How did our brains change to allow language to evolve? Where in our brains are the components of language found? Are our minds specialized for learning language or is it part of our general cognitive abilities to learn? How are words and sentences produced and their meanings recognized? The structure of languages around the world varies greatly; does this have psychological effects for their speakers?

Fall 2025: LING UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3103	001/11502	M W 2:40pm - 3:55pm Ren Kraft Center	William Foley	3.00	58/100

PSYC BC3164 PERCEPTION AND LANGUAGE. 4.00 points.

Prerequisites: BC 1001 and one of the following: BC1106/1107, BC1109/1110, BC1118/1119, BC1128/1129, or permission of the instructor. Enrollment limited to 20 students

Psychological investigations of spoken communication from a listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication.

Spring 2025: PSYC BC3164

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3164	001/00263	W 6:10pm - 8:00pm 306 Milbank Hall	Robert Remez	4.00	11/16

PHIL UN3252 Philosophy of Language and Mind. 3 points.

This course will provide an introduction to meaning, reference, understanding, and content in language, thought, and perception. A central concern will be the question of the relation of meaning to truth-conditions, and what is involved in language and thought successfully latching on to reality. If you have not already taken an elementary course in first order logic, you will need to catch up in that area to understand some crucial parts of the course. All the same, the primary concerns of the course will be philosophical, rather than technical.

PSYC BC3369 LANGUAGE DEVELOPMENT. 4.00 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.

Prerequisites: PSYC BC1001 and one of the following: PSYC W2240, PSYC BC1129, or LING UN1101. 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.

LING GU4202 COGNITIVE LINGUISTICS. 3.00 points.

Prerequisites: LING UN3101

Reading and discussion of scholarly literature on the cognitive approach to language, including: usage-oriented approaches to language, frame semantics, construction grammar, theories of conceptual metaphor and mental spaces; alongside of experimental research on language acquisition, language memory, prototypical and analogous thinking, and the role of visual imagery in language processing

LING GU4206 ADV GRAMMAR AND GRAMMARS. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

An investigation of the possible types of grammatical phenomena (argument structure, tense/aspect/mood, relative clauses, classifiers, and deixis). This typological approach is enriched by the reading of actual grammars of languages from Asia, Africa, Australia, and the Americas in which grammatical descriptions are read with an eye to important notional concepts of grammar: reference and categorization, case and role of arguments with predicates (ergativity), tense/aspect/mood. Discussion of meaning is combined with attention to expression (that is, morphology), which yanks our attention towards language change (grammaticalization)

PSYC GU4244 LANGUAGE AND MIND. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 and

Prerequisites: PSYC UN1001 and Preferably, an additional course in psychology, focusing on cognition, development, or research methods. Instructor permission required. This seminar explores the relationship between language and thought by investigating how language is mentally represented and processed; how various aspects of language interact with each other; and how language interacts with other aspects of cognition including perception, concepts, world knowledge, and memory. Students will examine how empirical data at the linguistic, psychological, and neuroscientific levels can bear on some of the biggest questions in the philosophy of mind and language and in psychology

Fall 2025: PSYC GU4244

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4244	001/10365	W 2:10pm - 4:00pm 569 Alfred Lerner Hall	Nora Isacoff	4.00	12/15

LING GU4376 PHONETICS # PHONOLOGY. 3.00 points.Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 An investigation of the sounds of human language, from the perspective of phonetics (articulation and acoustics, including computer-aided acoustic analysis) and phonology (the distribution and function of sounds in individual languages)

Fall 2025: LING GU4376

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4376	001/11385	T Th 11:40am - 12:55pm 330 Uris Hall	Meredith Landman	3.00	23/60

Cognitive Neuroscience**PSYC UN2481 Developmental Cognitive Neuroscience. 3.00 points.**

The course will be an introduction to the science of structural and functional brain development beginning in the prenatal period. We will cover major domains in both cognitive and social development. This is a flipped course, where students will watch lectures online (three 55 minute lectures each week) and participate in classroom discussions and exercises (1 hour 50 minutes twice a week) with the Professor and each other when in person

NSBV BC3405 NEUROSCIENCE OF TRAUMA. 4.00 points.

Prerequisites: PSYBC1119

This course provides a comprehensive overview of theoretical models and research relevant to the neurobiology, neurophysiology, neuroanatomy and neurodevelopmental processes underlying psychological trauma. Cognitive, emotional and behavioral symptoms associated with post traumatic experience are examined from a neuroscience perspective. Neurotherapeutic treatment interventions are reviewed and critiqued as models of applied clinical neuroscience

Spring 2025: NSBV BC3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3405	001/00105	T Th 2:40pm - 3:55pm 328 Milbank Hall	E'mett McCaskill	4.00	55/50

PSYC GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary. Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

PSYC GU4239 COG NEURO NARRATIVE FILM. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN1010 or

Prerequisites: (PSYC UN1010 or Equivalent introductory course in neuroscience or cognitive psychology This seminar will provide a broad survey of how narrative stories, films, and performances have been used as tools to study cognition in psychology and neuroscience

Fall 2025: PSYC GU4239

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4239	001/10354	T 10:10am - 12:00pm 608 Lewisohn Hall	Christopher Baldassano	3.00	15/15

PSYC GU4415 METHODS/ISSU-COGNITIV NEU. 3 points.

Please contact the Psychology department for more information.

PSYC GU4498 BEHAVIORAL EPIGENETICS. 4.00 points.

Prerequisites: basic background in neurobiology (for instance *PSYC W1010, W2450, W2460, W2480, and G4499*) and the instructor's permission.

Prerequisites: basic background in neurobiology (for instance PSYC UN1010, UN2450, UN2460, UN2480, and GU4499) and the instructors permission. This course will provide an overview of the field of epigenetics, with an emphasis on epigenetic phenomena related to neurodevelopment, behavior and mental disorders. We will explore how epigenetic mechanisms can be mediators of environmental exposures and, as such, contribute to psychopathology throughout the life course. We will also discuss the implications of behavioral epigenetic research for the development of substantially novel pharmacotherapeutic approaches and preventive measures in psychiatry

Fall 2025: PSYC GU4498

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4498	001/10368	F 2:10pm - 4:00pm 200c Schermerhorn Hall	Jennifer Blaze	4.00	7/20

Cognitive Psychology

PSYC BC2115 COGNITIVE PSYCHOLOGY - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2114, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2220 Cognition: Memory and Stress; and PSYC UN2210 Cognition: Basic Processes

Spring 2025: PSYC BC2115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2115	001/00330	M W 10:10am - 11:25am 408 Zankel	Lisa Son	3.00	86/100

PSYC BC2129 DEVELOPMENTAL PSYCHOLOGY-LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Note that this lecture can be taken without its affiliated lab, PSYC BC2128, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2280 Introduction to Developmental Psychology

Spring 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00571	T Th 10:10am - 11:25am LI002 Milstein Center	Ann Senghas	3.00	68/98

Fall 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00106	M W 2:40pm - 3:55pm 405 Milbank Hall	Armita Ghobadi	3.00	76/111

PSYC UN2220 COGNITION: MEMORY AND STRESS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement
Attendance at the first class is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1070*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Memory, attention, and stress in human cognition

Fall 2025: PSYC UN2220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/11135	M W 1:10pm - 2:25pm 313 Fayerweather	Janet Metcalfe	3.00	57/75

PSYC BC3164 PERCEPTION AND LANGUAGE. 4.00 points.

Prerequisites: BC 1001 and one of the following: BC1106/1107, BC1109/1110, BC1118/1119, BC1128/1129, or permission of the instructor. Enrollment limited to 20 students

Psychological investigations of spoken communication from a listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication.

Spring 2025: PSYC BC3164

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3164	001/00263	W 6:10pm - 8:00pm 306 Milbank Hall	Robert Remez	4.00	11/16

PSYC BC3394 METACOGNITION. 4.00 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 GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary. Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

PSYC GU4672 MORAL PSYCHOLOGY. 4.00 points.

Prerequisites: Two courses in psychology, including at least one course with a focus on social and/or developmental psychology, and permission of the instructor.

Prerequisites: Two courses in psychology, including at least one course with a focus on social and/or developmental psychology, and permission of the instructor. Review of theories and current research on moral cognition and behavior. Topics include definitions of morality, the development of moral cognition, the role that other aspects of human experience (e.g. emotion, intentions) play in moral judgments, and the relationship between moral psychology and other areas of study (e.g. religious cognition, prejudice and stereotyping, the criminal justice system)

Consciousness

PSYC UN2210 COGNITION: BASIC PROCESSES. 3.00 points.

Spring 2025: PSYC UN2210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2210	001/11824	M W 1:10pm - 2:25pm 209 Havemeyer Hall	Nora Isacoff	3.00	68/65

Fall 2025: PSYC UN2210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2210	001/10386	T Th 1:10pm - 2:25pm 602 Hamilton Hall	Nora Isacoff	3.00	59/80

PHIL UN3651 PHILOSOPHY OF MIND. 3.00 points.

PSYC GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary. Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

PSYC GU4244 LANGUAGE AND MIND. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PSYC UN1001 and

Prerequisites: PSYC UN1001 and Preferably, an additional course in psychology, focusing on cognition, development, or research methods. Instructor permission required. This seminar explores the relationship between language and thought by investigating how language is mentally represented and processed; how various aspects of language interact with each other; and how language interacts with other aspects of cognition including perception, concepts, world knowledge, and memory. Students will examine how empirical data at the linguistic, psychological, and neuroscientific levels can bear on some of the biggest questions in the philosophy of mind and language and in psychology

Fall 2025: PSYC GU4244

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4244	001/10365	W 2:10pm - 4:00pm 569 Alfred Lerner Hall	Nora Isacoff	4.00	12/15

Decision Science

PSYC BC2141 ABNORMAL PSYCHOLOGY. 3.00 points.

Prerequisites: PSYCBC1001 Introduction to Psychology or its accepted equivalent. . 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. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2620 Abnormal Behavior

Fall 2025: PSYC BC2141

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2141	001/00108	T Th 4:10pm - 5:25pm 304 Barnard Hall	Emett McCaskill	3.00	130/150

PSYC BC2178 FORENSIC PSYCHOLOGY. 3.00 points.

Prerequisites: PSYC BC1001

Every day there are thousands of individuals interacting with the legal system. Are they mentally competent to stand trial? How can a judge decide if it is in the best interests of a child to live with one, or both (or neither) parent(s)? What is the risk of a violent offender repeating the offense? What kinds of information influence juries? Does mediation work to solve disputes? Forensic psychologists apply their knowledge of psychology specifically in legal matters. This semester will focus on the broad area of forensic psychology, exploring important legal cases relevant to forensic psychology, police psychology, what constitutes expert testimony, how assessments are conducted, and working as a psychologist in the correctional system

Fall 2025: PSYC BC2178

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2178	001/00109	T Th 8:40am - 9:55am 408 Zankel	Kathleen Taylor	3.00	55/150

PSYC UN2235 THINKING AND DECISION MAKING. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology.

Prerequisites: an introductory course in psychology. Models of judgment and decision making in both certain and uncertain or risky situations, illustrating the interplay of top-down (theory-driven) and bottom-up (data-driven) processes in creating knowledge. Focuses on how individuals do and should make decisions, with some extensions to group decision making and social dilemmas

Spring 2025: PSYC UN2235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/11826	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3.00	116/120

PSYC UN2620 ABNORMAL BEHAVIOR. 3.00 points.

Prerequisites: An introductory psychology course. Examines definitions, theories, and treatments of abnormal behavior

Spring 2025: PSYC UN2620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2620	001/11831	F 1:10pm - 3:40pm 329 Pupin Laboratories	Jeffrey Cohen	3.00	73/100

Fall 2025: PSYC UN2620

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2620	001/10391	F 1:10pm - 3:40pm 501 Schermerhorn Hall	Jeffrey Cohen	3.00	74/150

PSYC GU4202 Theories of Change in Human Development. 4.00 points.

What are the agents of developmental change in human childhood? How has the scientific community graduated from nature versus nurture, to nature and nurture? This course offers students an in-depth analysis of the fundamental theories in the study of cognitive and social development

Spring 2025: PSYC GU4202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/11848	W 10:10am - 12:00pm 405 Schermerhorn Hall	Dima Amso	4.00	15/15

Fall 2025: PSYC GU4202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4202	001/10348	W 10:10am - 12:00pm 255 International Affairs Bldg	Dima Amso	4.00	18/20

PSYC GU4241 Mentalizing: How we read people. 4.00 points.

Success in a social world requires understanding other people's thoughts and feelings, a process typically referred to as mentalizing. Yet, other people's mental states are not directly observable: you cannot see a thought or touch a feeling. Nonetheless, humans are quite proficient in inferring these invisible states of mind. How do we accomplish these mentalizing feats? In this course, we will answer this question from multiple angles, relying heavily on neuroscience and psychology research. The seminar will discuss recent and classic studies that reveal how humans effectively interpret the people around them, as well as when and why they make mistakes

PSYC GU4430 Learning and the Brain (Seminar). 4 points.

Prerequisites: courses in introductory psychology and/or neuroscience, and the instructor's permission.

What are the neural mechanisms that support learning, memory, and choices? We will review current theories in the cognitive neuroscience of human learning, discuss how learning and decision making interact, and consider the strengths and weaknesses of two influential methods in the study of human brain and behavior—functional imaging and patient studies.

COGS GU4800 Resource-Constrained Decision Making. 4.00 points.

There is a fundamental puzzle about human intelligence: How are we incredibly smart and stupid at the same time? Humans deal successfully with the world in a way that no machine can (for now), yet we routinely behave in ways that seem grossly inconsistent with normative canons of rational inference and rational choice. This course will seek to resolve the paradox by exploring the idea that while we make many mistakes, these mistakes are not haphazard; instead, they reflect a brain that is highly efficient at inference and decision making within the information, time, and energy constraints imposed by the finite resources available to it. In other words, our brains may be “resource-rational” even if they fail to conform to ideal canons of rationality. We will explore this idea by considering the structure of errors, biases and illusions in the context of perceptual judgments, more abstract cognitive judgments (perceptions of numerical magnitudes or probabilities), and economic decisions; we will see that there are many analogies between the kinds of characteristic errors that people make in all of these contexts. A potential explanatory framework, which can be applied across contexts, considers what optimal decisions should be like in the case of a decision unit that has only imprecise information about its situation. Hence statistical modeling and statistical inference are key elements in the computational models of human decision making that we wish to discuss

Please note that PSYC BC2141 Abnormal Psychology and PSYC UN2620 Abnormal Behavior are redundant and only one may be counted towards Cognitive Science major requirements.

Human-Computer Interaction**PSYC UN3270 COMPUT APPROACHES-HUMAN VISION. 3.00 points.**

This course will be offered in Fall 2016.

Prerequisites: some background in psychology and/or neurophysiology (e.g., PSYC W1001, PSYC W1010, PSYC W2230, PSYC W2450; BIOL W3004 or BIOL W3005) is desirable. See instructor if you have questions about your background. Some background in mathematics and computer science (e.g., calculus or linear algebra, a programming language) is highly recommended.

Prerequisites: some background in psychology and/or neurophysiology (e.g. PSYC UN1001, PSYC UN1010, PSYC UN2230, PSYC UN2450; BIOL UN3004 or BIOL UN3005) is desirable. See instructor if you have questions about your background. Some background in mathematics and computer science (e.g. calculus or linear algebra, a programming language) is highly recommended. Study of human vision—both behavioral and physiological data—within a framework of computational and mathematical descriptions. Please contact Prof. Graham by e-mail (nvg1@columbia.edu) if you are interested in this course

PSYC BC3399 HUMAN AND MACHINES. 4.00 points.

Prerequisites: (PSYC BC1001) and

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)

COMS W4170 USER INTERFACE DESIGN. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) COMS W3134 OR COMS W3136 OR COMS 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

Spring 2025: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/11975	M W 1:10pm - 2:25pm 417 International Affairs Bldg	Lydia Chilton	3.00	412/398
COMS 4170	002/18894	M 7:00pm - 9:30pm 428 Pupin Laboratories	Lydia Chilton	3.00	149/147
COMS 4170	V01/18066		Lydia Chilton	3.00	15/20

Fall 2025: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/12838	T Th 11:40am - 12:55pm 833 Seeley W. Mudd Building	Brian Smith	3.00	123/120
COMS 4170	V01/17909		Brian Smith	3.00	2/99

IEME E4200 HUMAN-CENTERED DESIGN AND INNOVATION. 3.00 points.

Prerequisites: Instructor's permission.

Open to SEAS graduate and advanced undergraduate students, Business School, and GSAPP. Students from other schools may apply. Fast-paced introduction to human-centered design. Students learn the vocabulary of design methods, understanding of design process. Small group projects to create prototypes. Design of simple product, more complex systems of products and services, and design of business

Spring 2025: IEME E4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IEME 4200	001/14594	W 10:10am - 11:25am 301 Uris Hall	Harry West	3.00	50/60
IEME 4200	001/14594	W 1:10pm - 2:25pm None None	Harry West	3.00	50/60
IEME 4200	002/14595	W 10:10am - 11:25am 301 Uris Hall	Harry West	3.00	59/60
IEME 4200	002/14595	W 4:10pm - 5:25pm None None	Harry West	3.00	59/60

Fall 2025: IEME E4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IEME 4200	001/11794	T 4:10pm - 5:25pm 209 Havemeyer Hall	Harry West	3.00	55/50
IEME 4200	001/11794	T 5:25pm - 6:40pm Room TBA	Harry West	3.00	55/50

PSYC GU4236 Machine Intelligence. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

This course will survey historical and modern developments in machine intelligence from fields such as psychology, neuroscience, and computer science, and from intellectual movements such as cybernetics, artificial intelligence, neural networks, connectionism, machine learning, and deep learning. The emphasis is on the conceptual understanding of topics. The course does not include, nor require background in, computer programming and statistics. A crucial aspect of the seminar is for students to become informed consumers of applications of artificial intelligence

COMS E6178 Human-Computer Interaction. 3.00 points.

Prerequisites: COMS W4170

Human-computer interaction (HCI) studies (1) what computers are used for, (2) how people interact with computers, and (3) how either of those should change in the future. Topics include ubiquitous computing, mobile health, interaction techniques, social computing, mixed reality, accessibility, and ethics. Activities include readings, presentations, and discussions of research papers. Substantial HCI research project required

Spring 2025: COMS E6178

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 6178	001/11992	W 1:10pm - 3:40pm 524 Seeley W. Mudd Building	Brian Smith	3.00	32/31
COMS 6178	V01/18012		Brian Smith	3.00	9/99

Intelligence**PSYC GU4236 Machine Intelligence. 4.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

This course will survey historical and modern developments in machine intelligence from fields such as psychology, neuroscience, and computer science, and from intellectual movements such as cybernetics, artificial intelligence, neural networks, connectionism, machine learning, and deep learning. The emphasis is on the conceptual understanding of topics. The course does not include, nor require background in, computer programming and statistics. A crucial aspect of the seminar is for students to become informed consumers of applications of artificial intelligence

COMS W4701 ARTIFICIAL INTELLIGENCE. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and COMS W3134 OR COMS W3136 OR COMS W3137; Any course on probability
Prior knowledge of Python is recommended. 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

Spring 2025: COMS W4701					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/13152	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Tony Dear	3.00	207/250
COMS 4701	V01/18072		Tony Dear	3.00	8/99
Fall 2025: COMS W4701					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/12846	T Th 10:10am - 11:25am 501 Northwest Corner	Ansaf Salleb-Aouissi	3.00	140/150
COMS 4701	002/12847	T Th 11:40am - 12:55pm 501 Northwest Corner	Ansaf Salleb-Aouissi	3.00	139/150
COMS 4701	003/18412	F 10:10am - 12:40pm 501 Schermerhorn Hall	Ansaf Salleb-Aouissi, Yun Lin	3.00	117/120
COMS 4701	V01/17913		Ansaf Salleb-Aouissi, Yun Lin	3.00	9/99

COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or Python programming experience, probability theory, and linear algebra recommended. Some previous or concurrent exposure to AI and machine learning is benefici Some previous or concurrent exposure to AI or Machine Learning is recommended but not required.
Computational approaches to the analysis, understanding, and generation of natural language text at scale. Emphasis on machine learning techniques for NLP, including deep learning and large language models. Applications may include information extraction, sentiment analysis, question answering, summarization, machine translation, and conversational AI. Discussion of datasets, benchmarking and evaluation, interpretability, and ethical considerations. Due to significant overlap in content, only one of COMS 4705 or Barnard COMS 3705BC may be taken for credit.

Spring 2025: COMS W4705					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99
Fall 2025: COMS W4705					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/12848	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Daniel Bauer	3.00	186/189
COMS 4705	002/12849	T Th 2:40pm - 3:55pm 501 Northwest Corner	John Hewitt	3.00	165/164
COMS 4705	V01/17914		Daniel Bauer	3.00	11/99

COMS W4771 MACHINE LEARNING. 3.00 points.

Lect: 3.

Prerequisites: MATH UN1201 and MATH UN2010 and STAT UN1201 and COMS W3203 and COMS W3134 or COMS W3770 and COMS W3134
Basic statistical principles and algorithmic paradigms of supervised machine learning. Prerequisites: Multivariable calculus (e.g. MATH1201 or MATH1205 or APMA2000), linear algebra (e.g. COMS3251 or MATH2010 or MATH2015), probability (e.g. STAT1201 or STAT4001 or IEOR3658 or MATH2015), discrete math (COMS3203), and general mathematical maturity. Programming and algorithm analysis (e.g. COMS 3134). COMS 3770 optionally satisfies all math prerequisites for this course

Spring 2025: COMS W4771					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11982	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Nakul Verma	3.00	67/110
			Nakul Verma	3.00	54/110
COMS 4771	002/11983	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	2/99
COMS 4771	V01/18077		Nakul Verma	3.00	2/99
Fall 2025: COMS W4771					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/12853	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Daniel Hsu	3.00	104/110
			Daniel Hsu	3.00	97/110
COMS 4771	002/12854	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Daniel Hsu	3.00	97/110

PSYC GR6080 Introduction to Neural Networks and Deep Learning. 3.00 points.

This seminar will introduce both the concepts and practical implementation in PyTorch of neural networks and deep learning, with a focus on general principles and examples from vision

Learning

PSYC BC2107 PSYCHOLOGY OF LEARNING - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental: Learning and Motivation

Fall 2025: PSYC BC2107					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2107	001/00103	T Th 1:10pm - 2:25pm 304 Barnard Hall	Ken Light	3.00	77/120

COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or Python programming experience, probability theory, and linear algebra recommended. Some previous or concurrent exposure to AI and machine learning is beneficial. Some previous or concurrent exposure to AI or Machine Learning is recommended but not required. Computational approaches to the analysis, understanding, and generation of natural language text at scale. Emphasis on machine learning techniques for NLP, including deep learning and large language models. Applications may include information extraction, sentiment analysis, question answering, summarization, machine translation, and conversational AI. Discussion of datasets, benchmarking and evaluation, interpretability, and ethical considerations. Due to significant overlap in content, only one of COMS 4705 or Barnard COMS 3705BC may be taken for credit.

Spring 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189

Fall 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99
COMS 4705	001/12848	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Daniel Bauer	3.00	186/189
COMS 4705	002/12849	T Th 2:40pm - 3:55pm 501 Northwest Corner	John Hewitt	3.00	165/164
COMS 4705	V01/17914		Daniel Bauer	3.00	11/99

COMS W4771 MACHINE LEARNING. 3.00 points.

Lect: 3.

Prerequisites: MATH UN1201 and MATH UN2010 and STAT UN1201 and COMS W3203 and COMS W3134 or COMS W3770 and COMS W3134

Basic statistical principles and algorithmic paradigms of supervised machine learning. Prerequisites: Multivariable calculus (e.g. MATH1201 or MATH1205 or APMA2000), linear algebra (e.g. COMS3251 or MATH2010 or MATH2015), probability (e.g. STAT1201 or STAT4001 or IEOR3658 or MATH2015), discrete math (COMS3203), and general mathematical maturity. Programming and algorithm analysis (e.g. COMS 3134). COMS 3770 optionally satisfies all math prerequisites for this course

Spring 2025: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11982	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Nakul Verma	3.00	67/110

COMS 4771	002/11983	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	54/110

COMS 4771	V01/18077		Nakul Verma	3.00	2/99

Fall 2025: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/12853	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Daniel Hsu	3.00	104/110

COMS 4771	002/12854	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Daniel Hsu	3.00	97/110

PSYC GR6080 Introduction to Neural Networks and Deep Learning. 3.00 points.

This seminar will introduce both the concepts and practical implementation in PyTorch of neural networks and deep learning, with a focus on general principles and examples from vision

Memory**PSYC BC2107 PSYCHOLOGY OF LEARNING - LEC. 3.00 points.**

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental: Learning and Motivation

Fall 2025: PSYC BC2107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2107	001/00103	T Th 1:10pm - 2:25pm 304 Barnard Hall	Ken Light	3.00	77/120

PSYC UN2220 COGNITION: MEMORY AND STRESS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Attendance at the first class is mandatory.

Prerequisites: PSYC UN1001 or PSYC UN1010 *PSYC W1001* or *PSYC W1010*, or the instructor's permission.

Prerequisites: PSYC UN1001 or PSYC UN1010 or the instructors permission. Memory, attention, and stress in human cognition

Fall 2025: PSYC UN2220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2220	001/11135	M W 1:10pm - 2:25pm 313 Fayerweather	Janet Metcalfe	3.00	57/75

PSYC UN3445 THE BRAIN AND MEMORY. 4.00 points.

Prerequisites: (PSYC UN1010) or

Prerequisites: (PSYC UN1010) or Equivalent introductory course in neuroscience or cognitive psychology and the instructors permission. This seminar will give a comprehensive overview of episodic memory research: what neuroimaging studies, patient studies, and animal models have taught us about how the brain creates, stores, and retrieves memories

PSYC UN3455 Neurobiology of Working Memory. 4.00 points.

Working memory is our ability to retain information in mind in the absence of sensory stimuli. In this course we will gain a more thorough understanding of what working memory is and how the brain supports it

Fall 2025: PSYC UN3455

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3455	001/10393	Th 10:10am - 12:00pm 200c Schermerhorn Hall	Sarah DeMoya	4.00	18/20

Natural Language Processing

LING UN3103 Language, Brain and Mind. 3.00 points.

The ability to speak distinguishes humans from all other animals, including our closest relatives, the chimpanzees. Why is this so? What makes this possible? This course seeks to answer these questions. We will look at the neurological and psychological foundations of the human faculty of language. How did our brains change to allow language to evolve? Where in our brains are the components of language found? Are our minds specialized for learning language or is it part of our general cognitive abilities to learn? How are words and sentences produced and their meanings recognized? The structure of languages around the world varies greatly; does this have psychological effects for their speakers?

Fall 2025: LING UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3103	001/11502	M W 2:40pm - 3:55pm Ren Kraft Center	William Foley	3.00	58/100

PHIL UN3252 Philosophy of Language and Mind. 3 points.

This course will provide an introduction to meaning, reference, understanding, and content in language, thought, and perception. A central concern will be the question of the relation of meaning to truth-conditions, and what is involved in language and thought successfully latching on to reality. If you have not already taken an elementary course in first order logic, you will need to catch up in that area to understand some crucial parts of the course. All the same, the primary concerns of the course will be philosophical, rather than technical.

PSYC GU4236 Machine Intelligence. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

This course will survey historical and modern developments in machine intelligence from fields such as psychology, neuroscience, and computer science, and from intellectual movements such as cybernetics, artificial intelligence, neural networks, connectionism, machine learning, and deep learning. The emphasis is on the conceptual understanding of topics. The course does not include, nor require background in, computer programming and statistics. A crucial aspect of the seminar is for students to become informed consumers of applications of artificial intelligence

PSYC GU4242 Evolution of Language (seminar). 3.00 points.

Prerequisites: PSYC UN1001 or

This seminar will consider the evolution of language at the levels of the word and grammar, in each instance, phylogenetically and ontogenetically. Since humans are the only species that use language, attention will be paid to how language differs from animal communication.

COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or Python programming experience, probability theory, and linear algebra recommended. Some previous or concurrent exposure to AI and machine learning is benefici Some previous or concurrent exposure to AI or Machine Learning is recommended but not required. Computational approaches to the analysis, understanding, and generation of natural language text at scale. Emphasis on machine learning techniques for NLP, including deep learning and large language models. Applications may include information extraction, sentiment analysis, question answering, summarization, machine translation, and conversational AI. Discussion of datasets, benchmarking and evaluation, interpretability, and ethical considerations. Due to significant overlap in content, only one of COMS 4705 or Barnard COMS 3705BC may be taken for credit.

Spring 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99

Fall 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/12848	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Daniel Bauer	3.00	186/189
COMS 4705	002/12849	T Th 2:40pm - 3:55pm 501 Northwest Corner	John Hewitt	3.00	165/164
COMS 4705	V01/17914		Daniel Bauer	3.00	11/99

Neuroeconomics

PSYC UN2235 THINKING AND DECISION MAKING. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: an introductory course in psychology.
Prerequisites: an introductory course in psychology. Models of judgment and decision making in both certain and uncertain or risky situations, illustrating the interplay of top-down (theory-driven) and bottom-up (data-driven) processes in creating knowledge. Focuses on how individuals do and should make decisions, with some extensions to group decision making and social dilemmas

Spring 2025: PSYC UN2235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2235	001/11826	T Th 11:40am - 12:55pm 501 Schermerhorn Hall	Katherine Fox-Glassman	3.00	116/120

ECON BC3035 INTERMEDIATE MICROECONOMICS. 4.00 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

Spring 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00754	T Th 1:10pm - 2:25pm LI003 Barnard Hall	Lalith Munasinghe	4.00	46/65

Fall 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00070	M W 11:40am - 12:55pm 152 Horace Mann Hall	Elizabeth Ananat	4.00	22/50
ECON 3035	002/00078	T Th 1:10pm - 2:25pm 323 Milbank Hall	John Park	4.00	66/65
ECON 3035	003/01103	T Th 4:10pm - 5:25pm 504 Diana Center	John Park	4.00	57/70

ECON BC3048 Introduction to Behavioral Economics. 3.00 points.

Prerequisites: ECON BC3035

This course reviews the assumption of rationality in microeconomic theory and presents evidence (primarily from experimental psychology and economics) of how judgement and decision-making systematically deviate from what rationality predicts

Spring 2025: ECON BC3048

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3048	001/00840	M W 10:10am - 11:25am LI002 Milstein Center	Jeffrey Carpenter	3.00	78/80

ECON UN3211 INTERMEDIATE MICROECONOMICS. 4.00 points.

Prerequisites: ECON UN1105 and MATH UN1101 and (MATH UN1201 or MATH UN1207) *ECON W1105* or the equivalent; *MATH V1101*, *MATH V1201* (or *MATH V1207*).

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

Spring 2025: ECON UN3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/13542	M W 2:40pm - 3:55pm 310 Fayerweather	Murat Yilmaz	4.00	72/96
ECON 3211	002/13544	M W 11:40am - 12:55pm 310 Fayerweather	Isaac Bjorke	4.00	96/96
ECON 3211	003/13545	M W 1:10pm - 2:25pm 310 Fayerweather	Isaac Bjorke	4.00	93/96
ECON 3211	004/13547	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	Caterina Musatti	4.00	98/96

Fall 2025: ECON UN3211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/12089	M W 1:10pm - 2:25pm 203 Mathematics Building	Susan Elmes	4.00	90/110
ECON 3211	002/12090	T Th 1:10pm - 2:25pm 207 Mathematics Building	Caterina Musatti	4.00	132/130
ECON 3211	003/15051	M W 10:10am - 11:25am 501 Northwest Corner	Tam Mai	4.00	51/96

ECON GU4020 ECON OF UNCERTAINTY # INFORMTN. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211*, *W3213* and *STAT 1201*.

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

Spring 2025: ECON GU4020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4020	001/17549	M W 4:10pm - 5:25pm 516 Hamilton Hall	Ingmar Nyman	3.00	26/50

PSYC GU4287 DECISION ARCHITECTURE. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN2235) or

Prerequisites: (PSYC UN2235) or an equivalent course on judgment and decision making ,AND the instructors permission This course reviews current research in the domain of decision architecture: the application of research in cognitive and social psychology to real-world situations with the aim of influencing behavior. This seminar will discuss recent and classic studies, both of decision theory and of applied decision research, to explore the effectiveness—as well as the limitations—of a selection of these behavioral “nudges.”

PSYC GU4289 THE GAMES PEOPLE PLAY:PSYCH OF STRAT DEC. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (PSYC UN2235) or

Prerequisites: (PSYC UN2235) or equivalent course on judgment and decision-making A seminar course exploring strategic decision making (also known as behavioral game theory). This course examines the psychology underlying situations in which outcomes are determined by choices made by multiple decision makers. The prime objective will be to examine the use of experimental games to test psychological theories

ECON GU4415 GAME THEORY. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 Introduction to the systematic treatment of game theory and its applications in economic analysis

Spring 2025: ECON GU4415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/13676	T Th 1:10pm - 2:25pm 142 Uris Hall	Babak Somekh	3.00	80/96

Fall 2025: ECON GU4415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/12143	M W 10:10am - 11:25am 310 Fayerweather	Evan Sadler	3.00	74/96

ECON GU4840 BEHAVIORAL ECONOMICS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213

Prerequisites: ECON UN3211 and ECON UN3213 Within economics, the standard model of behavior is that of a perfectly rational, self interested utility maximizer with unlimited cognitive resources. In many cases, this provides a good approximation to the types of behavior that economists are interested in. However, over the past 30 years, experimental and behavioral economists have documented ways in which the standard model is not just wrong, but is wrong in ways that are important for economic outcomes. Understanding these behaviors, and their implications, is one of the most exciting areas of current economic inquiry. The aim of this course is to provide a grounding in the main areas of study within behavioral economics, including temptation and self control, fairness and reciprocity, reference dependence, bounded rationality and choice under risk and uncertainty. For each area we will study three things: 1. The evidence that indicates that the standard economic model is missing some important behavior 2. The models that have been developed to capture these behaviors 3. Applications of these models to (for example) finance, labor and development economics As well as the standard lectures, homework assignments, exams and so on, you will be asked to participate in economic experiments, the data from which will be used to illustrate some of the principals in the course. There will also be a certain small degree of classroom ‘flipping’, with a portion of many lectures given over to group problem solving. Finally, an integral part of the course will be a research proposal that you must complete by the end of the course, outlining a novel piece of research that you would be interested in doing

Spring 2025: ECON GU4840

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4840	001/13576	M W 11:40am - 12:55pm 142 Uris Hall	Mark Dean	3.00	59/96

Fall 2025: ECON GU4840

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4840	001/12150	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Mark Dean	3.00	50/96

ECON GU4850 COGNITIVE MECH # ECON BEHAVIOR. 4.00 points.Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201
ECON W3211, W3213; STAT 1201.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 Standard economic theory seeks to explain human behavior (especially in economic settings, such as markets) in terms of rational choice, which means that the choices that are made can be predicted on the basis of what would best serve some coherent objective, under an objectively correct understanding of the predictable consequences of alternative actions. Observed behavior often seems difficult to reconcile with a strong form of this theory, even if incentives clearly have some influence on behavior; and the course will discuss empirical evidence (both from laboratory experiments and observations in the field) for some well-established anomalies. But beyond simply cataloguing anomalies for the standard theory, the course will consider the extent to which departures from a strong version of rational choice theory can be understood as reflecting cognitive processes that are also evident in other domains such as sensory perception; examples from visual perception will receive particular attention. And in addition to describing what is known about how the underlying mechanisms work (something that is understood in more detail in sensory contexts than in the case of value-based decision making), the course will consider the extent to which such mechanisms — while suboptimal from a normative standpoint that treats perfect knowledge of one’s situation as costless and automatic — might actually represent efficient uses of the limited information and bounded information-processing resources available to actual people (or other organisms). Thus the course will consider both ways in which the realism of economic analysis may be improved by taking into account cognitive processes, and ways in which understanding of cognitive processes might be advanced by considering the economic problem of efficient use of limited (cognitive) resources

ECON GU4860 BEHAVIORAL FINANCE. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412
 Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412
 Neoclassical finance theory seeks to explain financial market valuations and fluctuations in terms of investors having rational expectations and being able to trade without costs. Under these assumptions, markets are efficient in that stocks and other assets are always priced just right. The efficient markets hypothesis (EMH) has had an enormous influence over the past 50 years on the financial industry, from pricing to financial innovations, and on policy makers, from how markets are regulated to how monetary policy is set. But there was very little in prevailing EMH models to suggest the instabilities associated with the Financial Crisis of 2008 and indeed with earlier crises in financial market history. This course seeks to develop a set of tools to build a more robust model of financial markets that can account for a wider range of outcomes. It is based on an ongoing research agenda loosely dubbed "Behavioral Finance", which seeks to incorporate more realistic assumptions concerning human rationality and market imperfections into finance models. Broadly, we show in this course that limitations of human rationality can lead to bubbles and busts such as the Internet Bubble of the mid-1990s and the Housing Bubble of the mid-2000s; that imperfections of markets — such as the difficulty of short-selling assets — can cause financial markets to undergo sudden and unpredictable crashes; and that agency problems or the problems of institutions can create instabilities in the financial system as recently occurred during the 2008 Financial Crisis. These instabilities in turn can have feedback effects to the performance of the real economy in the form of corporate investments

Spring 2025: ECON GU4860

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4860	001/13578	T Th 1:10pm - 2:25pm 402 Chandler	Harrison Hong	3.00	46/96

Perception

PSYC BC2110 PERCEPTION-LECTURE. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2109, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1480 Perception and Attention; and PSYC UN2230 Perception and Sensory Processes

Fall 2025: PSYC BC2110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2110	001/00104	M W 10:10am - 11:25am 328 Milbank Hall	Robert Remez	3.00	44/55

PSYC BC3164 PERCEPTION AND LANGUAGE. 4.00 points.

Prerequisites: BC 1001 and one of the following: BC1106/1107, BC1109/1110, BC1118/1119, BC1128/1129, or permission of the instructor. Enrollment limited to 20 students
 Psychological investigations of spoken communication from a listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication.

Spring 2025: PSYC BC3164

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3164	001/00263	W 6:10pm - 8:00pm 306 Milbank Hall	Robert Remez	4.00	11/16

NSBV BC3381 Visual Neuroscience: From the Eyeball to the Mind's Eye. 4.00 points.

By absorbing electromagnetic radiation through their eyes, people are able to catch frisbees, recognize faces, and judge the beauty of art. For most of us, seeing feels effortless. That feeling is misleading. Seeing requires not only precise optics to focus images on the retina, but also the concerted action of millions of nerve cells in the brain. This intricate circuitry infers the likely causes of incoming patterns of light and transforms that information into feelings, thoughts, and actions. In this course we will study how light evokes electrical activity in a hierarchy of specialized neural networks that accomplish many unique aspects of seeing. Students will have the opportunity to focus their study on particular aspects, such as color, motion, object recognition, learning, attention, awareness, and how sight can be lost and recovered. Throughout the course we will discuss principles of neural information coding (e.g., receptive field tuning, adaptation, normalization, etc.) that are relevant to other areas of neuroscience, as well as medicine, engineering, art and design

NSBV BC3389 Hallucinations, illusions, dreaming and imagination. 4.00 points.

Perception is often taken as the most striking proof of something factual: when we perceive something, we interpret it as real. In this seminar we will challenge this assumption by taking into consideration states of altered perception, wherein the brain creates perceptual experiences that do not correspond to sensory input. Specifically, we will review a number of experiments showing changes in brain activity accompanying illusions, hallucinations, and dreaming across sensory modalities (i.e., vision, hearing, touch), and in both clinical and non-clinical populations. We will examine the similarities and differences between these states of altered perception both at the level of phenomenology and underlying biological mechanisms, specifically focusing on neural oscillations. Using the latest research findings in clinical, cognitive, and computational neuroscience, this seminar offers a great opportunity to learn more about how the brain creates perceptual experiences and why sometimes we perceive something that isn't real

Fall 2025: NSBV BC3389

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3389	001/00201	T 4:10pm - 6:00pm 207 Milbank Hall	Luca Iemi	4.00	14/14

PSYC GU4225 CONSCIOUSNESS # ATTENTION. 4.00 points.

Prerequisites: the instructor's permission; some basic knowledge of cognitive science and neuroanatomy is desirable, but not necessary. Modern theories attempt to characterize the human mind in terms of information processing. But machines that process information do not seem to feel anything; a computer may for instance receive inputs from a video camera, yet it would be hard to imagine that it sees or experiences the vividness of colors like we do. Nobody has yet provided a convincing theory as to how to explain the subjective nature of our mental lives in objective physical terms. This is called the problem of consciousness, and is generally considered to be one of the last unsolved puzzles in science. Philosophers even debate whether there could be a solution to this problem at all. Students in this course may be recruited for participation in a voluntary research study. Students who choose not to participate in the study will complete the same course requirements as those who do, and an individual's choice will not affect their grade or status as a student in the course

PSYC GU4280 CORE KNOWLEDGE. 4.00 points.

Prerequisites: For undergraduates: courses in introductory psychology, cognitive or developmental psychology, and the instructor's permission.
Prerequisites: For undergraduates: courses in introductory psychology, cognitive or developmental psychology, and the instructors permission. Core Knowledge explores the origins and development of knowledge in infants and children, with an additional emphasis on evolutionary cognition. In this course, we will examine evidence from cognitive psychology, developmental psychology, comparative psychology, neuroscience, and linguistics to look at the child's conception of objects, number, space, language, agency, morality and the social world. We will look at which aspects of knowledge are uniquely human, which are shared with other animals, and how this knowledge changes as children develop

Spring 2025: PSYC GU4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4280	001/11872	W 2:10pm - 4:00pm 302 Fayerweather	Koleen McCrink	4.00	14/15

Social Cognition

ANTH UN2004 INTRO TO SOC # CULTURAL THEORY. 3.00 points.

This course presents students with crucial theories of society, paying particular attention at the outset to classic social theory of the early 20th century. It traces a trajectory of writings essential for an understanding of the social: from Saussure, Durkheim, Mauss, Weber, and Marx, on to the structuralist ethnographic elaboration of Claude Levi-Strauss and the historiographic reflections on modernity of Michel Foucault. We revisit periodically, reflections by Franz Boas, founder of anthropology in the United States (and of Anthropology at Columbia), for a sense of origins, an early anthropological critique of racism and cultural chauvinism, and a prescient denunciation of fascism. We turn as well, also with ever-renewed interest in these times, to the expansive critical thought of W. E. B. Du Bois. We conclude with Kathleen Stewart's A Space on the Side of the Road—an ethnography of late-twentieth-century Appalachia and the haunted remains of coal-mining country—with its depictions of an uncanny otherness within dominant American narratives

Fall 2025: ANTH UN2004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2004	001/10058	M W 11:40am - 12:55pm 633 Seeley W. Mudd Building	John Pemberton	3.00	41/60

PSYC UN2435 Social Neuroscience. 3.00 points.

This course will provide a broad overview of the field of social neuroscience. We will consider how social processes are implemented at the neural level, but also how neural mechanisms help give rise to social phenomena and cultural experiences. Many believe that the large expansion of the human brain evolved due to the complex demands of dealing with social others—competing or cooperating with them, deceiving or empathizing with them, understanding or misjudging them. What kind of “social brain” has this evolutionary past left us with? In this course, we will review core principles, theories, and methods guiding social neuroscience, as well as research examining the brain basis of processes such as theory of mind, emotion, stereotyping, social group identity, empathy, judging faces and bodies, morality, decision-making, the impact of culture and development, among others. Overall, this course will introduce students to the field of social neuroscience and its multi-level approach to understanding the brain in its social context

Spring 2025: PSYC UN2435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/11828	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Jon Freeman	3.00	111/130

Fall 2025: PSYC UN2435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2435	001/10389	M W 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Jon Freeman	3.00	77/90

PSYC UN2630 SOCIAL PSYCHOLOGY. 3.00 points.

Surveys important methods, findings, and theories in the study of social influences on behavior. Emphasizes different perspectives on the relation between individuals and society.

Fall 2025: PSYC UN2630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2630	001/14092	T Th 6:10pm - 7:25pm 207 Mathematics Building	Joshua Feinberg	3.00	50/150

PSYC UN2640 INTRO TO SOCIAL COGNITION. 3.00 points.

Prerequisites: an introductory course in psychology or the instructor's permission.

Prerequisite: An introductory psychology course. An introduction to basic concepts in social cognition, an approach to understanding social judgment and behavior by investigating the underlying mental processes. Topics include attitudes, identity, and prejudice, among others

Comparative Literature and Translation Studies

320 Milbank Hall

212-854-8312

Department Assistant: Sondra Phifer

Mission

The Program in Comparative Literature and Translation Studies at Barnard enables students to study literature across languages, historical periods, national boundaries, and cultural traditions, as well as in relation to other arts (such as painting, photography, theater, and film) and other disciplines (such as philosophy, history, and anthropology). We promote the intensive study of languages and require majors to work at the advanced level in two literary and cultural traditions in their original languages. Our teaching emphasizes close attention to language: how language changes over time and space; how rhetorical devices enhance and inflect the meaning of what is said; how narratives tell stories and help us make sense of the world.

Resisting a homogenizing globalism, students learn about how literary genres, ideas, and aesthetic forms travel across borders and change in doing so, and they study also diverse cultural practices and aesthetic forms that defy easy translatability. We regard the study of poetics, the art or technique of writing, as fundamental for and inseparable from the study of theory, or critical and philosophical approaches to language and discourse. We teach students the critical skills and research methods needed to perform conceptually precise, aesthetically sensitive, historically-informed, and culturally-attuned analyses and interpretations of texts.

In this way, our program provides students with a humanistic education like none other. It prepares them for the challenges, responsibilities, and pleasures of understanding and acting in a complex, richly textured, and multi-lingual world. It helps them become world citizens whose cosmopolitan outlook is not only world-wide but also world-deep.

Core faculty members teach the required courses in Comparative Literature and Translation Studies and provide close mentoring. Students have access also to a wealth of faculty expertise in Classics, French, German, English, Spanish, Asian and Middle Eastern Cultures,

Italian, Russian, Africana Studies, and Medieval and Renaissance Studies, among other departments and programs at Barnard. Faculty who teach and advise senior theses offer courses on topics that range from sexuality and the body in Greek tragedy to the novella from medieval to modern times, from studies of the novel to comparative lyric poetry and poetics, from the writing of utopia to literature and philosophy, from translation and theories of translation to adaptation and transmediality, from global long-form photography to ecological criticism, performance studies, and animal studies. Students who major in Comparative Literature and Translation Studies are matched with an advisor or co-advisors for specialized guidance in selecting courses and designing a curriculum of breadth and depth. Students who minor in Translation Studies are also matched with an advisor who guides them in choosing courses most suitable for the language(s) they work on and in relation to particular interests (such as theater or the history of science). Students benefit also from the array of resources in language and literature departments at Columbia. We strongly encourage majors to take advantage of study abroad opportunities to immerse themselves in the study of languages and cultures.

Our graduates have embarked upon a variety of career paths, in fields including law, journalism, publishing, theater, television, film, teaching, education consulting, medicine, gastronomy, public policy, international relations and foreign policy, technology design, and international business. They have received prestigious fellowships, such as the Fulbright and the Mellon-Mays, to teach and conduct research in Europe, Africa, South America, and Asia, and they have gone on to graduate study in political science, comparative literature, East Asian Studies, law, history, film-making, creative writing, and translation and interpretation, among other subjects, in leading programs all over the world. Our graduates work as translators, editors, journalists, writers, middle school and high school teachers, college professors, filmmakers, lawyers, consultants, technology designers, and public policy advocates in the U.S., South America, Europe, and Asia.

Students who wish to learn more about the major and meet faculty members should attend our program planning meetings, which take place every fall and spring during the program planning meeting periods at the College. Students can also contact the chair of the program to meet during office hours or to set up an appointment.

Student Learning Outcomes

- The ability to discern and analyze how formal and rhetorical features of language (diction, metaphor, imagery, hyperbole, litotes, rhyme, parallelism, structures of repetition, etc.) enhance, inflect, and complicate seemingly straightforward processes of communication in literary texts but also in non-literary discourse, e.g., psychoanalytic case studies, historical narratives, philosophical writing.
- The ability to analyze literary texts and uses of language in historical periods, cultural contexts, and social systems that are different from one's own and that can thus help one see and re-evaluate one's own customary and contemporary context in productive ways.
- Knowledge about the dynamics of the global circulation of literary genres, aesthetic practices, and ideas through processes of translation and adaptation and by means of various media and technologies.

- Knowledge about histories of writing practices, genres, relations between script and orality, logics of periodization, and ethical systems in traditions and lifeworlds beyond the West.
- The ability to craft well-reasoned and cogent arguments substantiated by careful attention to textual evidence and knowledge of historical contexts.
- The ability to use literary and critical theoretical approaches to analyze and interpret texts with deftness and agility, with attention to what remains inevitably literary within theoretical discourse itself.
- The ability to do the above—and playfully—in relation to more languages than one.

Program Director: Emily Sun (Tow Associate Professor of Comparative Literature)

Professors:

Peter Connor (Ann Whitney Olin Professor of French), Nancy Worman (Classics)

Associate Professors:

Erk Grimm (German), Emily Sun (Tow Associate Professor of Comparative Literature), Hana Worthen (Comparative Literature & Theatre)

Senior Lecturer:

Brian O'Keeffe (French)

Term Lecturer:

Monica Cohen (Comparative Literature, English, First-Year Seminar)

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 goals in the major.

All students are required to take the following **Twelve (12) courses (minimum 37 credits)**:

- **CPLT BC3001 (s.h.)**
- **One (1) course in CPLT BC3143 TOPICS COMPARATIVE LIT (3.00 s.h.)**
- **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
- **CPLT BC3997 SENIOR SEMINAR IN COMP LI (4.00 s.h.)**

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 (s.h.) 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.

If you plan to be away for the entire junior year, 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 (esun@barnard.edu).

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 (minimum 18 credits):

1. CPLT BC3110 (s.h.)
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 (4 s.h.)
- ANTH UN1009 INTRO TO LANGUAGE & CULTURE (3.00 s.h.)
- CPLT BC3200 THE VISUAL AND VERBAL ARTS (3.00 s.h.)
- FREN BC3079 HISTORY OF THE FRENCH LANGUAGE (4.00 s.h.)
- FREN BC3063 Structuralism and Post-Structuralism (3 s.h.)
- PHIL UN3685 PHILOSOPHY OF LANGUAGE (3.00 s.h.)
- PSYC BC3164 PERCEPTION AND LANGUAGE (4.00 s.h.)
- THTR UN3154 THEATRE TRAD GLOBAL CONTEXT (4.00 s.h.)
- THTR UN3167 DRAMATURGY (4.00 s.h.)

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 BC3014 Advanced Translation (3.00 s.h.)
 - FREN BC3054 Translation Through Film (3 s.h.)
- For example, a student working with Spanish:
 - SPAN BC3376 RETHINKING SPANISH TRANSLATION (3.00 s.h.)
 - SPAN UN3265 LATIN AMER LIT (IN TRANSLATN) (3.00 s.h.)

4. CPLT BC3510 ADVANCED WORKSHOP TRANSLA (4.00 s.h.)

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 BC3000 GLOBAL LONG-FORM PHOTOGRAPHY. 4.00 points.

How have artists been informed and influenced by the natural world? This course will examine how photography and literature have responded to nature, ecology, and the environment. We will explore how close-looking might inform an artist's practice regarding the living environment - its bounty - and its degradation. Students will study works whose makers have seen art as a form of praise of the natural world, as well as those who investigate the relationship between art and environmental activism. Readings will include those by John Muir, Rachel Carson, Robin Wall Kimmerer, Carl Jung, Robert Macfarlane, Mary Oliver, Kerri ni Dochartaigh and others. Particular emphasis will be placed on how photography over the past hundred years has responded to shrinking natural landscapes, environmental destruction, and global warming. We will study in-depth photographic essays by some of the following artists: Robert Adams; Rene Effendi; Kikuji Kawada; Dornith Doherty; Kirk Crippens and Gretchen Le Maistre; Brad Tempkin; Pablo Lopez Luz; Mandy Barker; Robert Zhao Renhui, Masahisa Fukashe, and Meghann Riepenhoff. Students will be required to write response papers weekly, participate in weekly discussions, and produce a term-long photographic essay

CPLT BC3107 Translating the Animal. 4.00 points.

Through readings in language philosophy, translation studies, and critical animal studies, Translating the Animal explores how translation, language, and reason have historically worked together to maintain speciesism, preventing human animals from perceiving their commonalities with, and attunement to, sentient nonhuman beings

Spring 2025: CPLT BC3107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3107	001/00140	W 9:00am - 10:50am 227 Milbank Hall	Hana Worthen	4.00	7/16

CPLT BC3108 Nazism in Performance. 4.00 points.

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. Permission of instructor given at first class meeting

Spring 2025: CPLT BC3108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3108	001/00141	T 4:10pm - 6:00pm 227 Milbank Hall	Hana Worthen	4.00	4/16

Fall 2025: CPLT BC3108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3108	001/00254	W 4:10pm - 6:00pm 306 Milbank Hall	Hana Worthen	4.00	3/16

CPLT BC3120 Poetics of the Mouth. 3 points.

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.

CPLT BC3123 Getting Personal: Strange Companions in Cosmo Prose. 3.00 points.

With an emphasis on equality and social justice, this course examines and compares significant 19th c./20th c. literary approaches to friendship as intermediary 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

CPLT BC3124 UTOPIAN LITERATURE. 3.00 points.

Oscar Wilde wrote that "a map of the world that does not include Utopia is not even worth glancing at." Ernst Bloch argued that in order to see our own world clearly "we need the most powerful telescope, that of polished utopian consciousness." For Wislawa Szymborska, Utopia was an island whose highlights included "The Tree of Understanding" and "the spring called Now I Get It." Latin American thinkers grappled with the concept, too, and Venezuelan novelist Arturo Uslar Pietri suggested that it was Columbus's voyages to the Americas that produced plausible space on the map for Utopia's appearance. At once political, aesthetic, and educational, Utopia began its lexical and political life in literature and has remained a feature in Transatlantic Western discourse from the age of colonial empires to our present-day debates on human rights and economic inequality. In this course we will read and analyze the concept of Utopia from Columbus and Thomas More to the advent of modern socialism with special attention to the themes of economic inequality, gender emancipation, and the limits of cosmopolitan sensibility. We will also take care to look at essays and manifestoes as well as utopian novels, and to include Latin America, Europe, and the U.S. Readings by Tommaso Campanella, Margaret Cavendish, Madame de Stael, Friedrich Engels, Juan Bautista Alberdi, Edward Bellamy, Charlotte Perkins Gilman, and Magda Portal

CPLT BC3140 Europe Imagined: Images of the New Europe in 20th-Century Literature. 3 points.

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.

CPLT BC3143 TOPICS COMPARATIVE LIT. 3.00 points.

The objective of this class is to examine a given topic and relate it to a number of literary texts. Students will examine a variety of literary genres and to an equally wide variety of cultural, linguistic, and historical contexts

Spring 2025: CPLT BC3143

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3143	001/00142	T Th 2:40pm - 3:55pm 202 Milbank Hall	Monica Cohen	3.00	27/30

CPLT BC3144 Stories and Storytelling: Attending to Narrative. 3.00 points.

What is it to attend to narrative? Attending has its etymological roots in Latin, *attendere*, to stretch (one's mind) towards, to get closer, which implies a gap between one's mind and whatever it is one is attending to. *Attendre* in French means to wait, to expect, another gesture towards space between one's mind and whatever one is waiting for or expecting. What happens in that space? What is it to attend? Is it to slow down and mind the gap? Or is it to pay or lend attention, as the phrase appears in multiple languages, as though the space is a debt that we or our minds owe? What does it look like to pay attention to narrative and stories? This course offers an introduction to forms and functions of narrative with focus on three modes: perception, reflection, and memory. What distinguishes the texts we will study is how they themselves foreground and reflect on how stories are told and so perform the task of teaching us how to analyze them. Topics include the writing of the self; the nature of memory; the experience of time; the relationship between fact, fantasy, and fiction; and the search for truth. While we will cover a range of scripture, poetry, novels, essays, plays, comics, and hybrid literary forms, the demand of you as readers will be the same: lend your close attention to these works and give yourself time to reflect on them

Fall 2025: CPLT BC3144

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3144	001/00829	T Th 1:10pm - 2:25pm 203 Diana Center	Daniella Gitlin	3.00	11/25

CPLT BC3145 DERRIDA & LITERATURE. 3 points.

Jacques Derrida was one of the most important thinkers of the 20th century and his impact on literary studies was enormously significant. The objective of this course is to take stock of Derrida's contribution to literature, and to do so by assessing the intricate relations he establishes between literature, philosophy, economic and political theory, gender studies, translation studies, postcolonial theory, and theology. The course is divided into six parts. Part 1 introduces Derrida's approach to 'deconstruction,' particularly as regards his engagement with the fundamental concepts of Western thought and the importance he confers upon the notion of 'writing' itself. Part 2 examines Derrida's autobiographical texts wherein he positions himself as a subject for deconstruction, interrogating his own gender, his sense of being an organic, creaturely life-form, the relationship he has to his own language, and the matter of his identity as French, but also as Algerian, and Jewish. While the majority of the Derrida texts we will be reading are excerpts from larger works or short essays and interviews, in this section we will read a full-length text – *Monolingualism of the Other* – so that we can trace Derrida's train of thought from beginning to end. In Part 3 we will use an interview conducted by Derek Attridge, "This Strange Institution Called Literature," as a template for thinking about Derrida's relation to literature, and in Part 4 we will read our second full-length text by Derrida, namely *Given Time 1: Counterfeit Money*, an in-depth analysis of a prose poem by the French poet Charles Baudelaire. Part 5 considers an aspect of Derrida's work that reveals the extent of his embrace of provisional, in-between positions for thought in general, and for literary texts in particular, namely translation. For deconstruction is keenly invested in words beginning with 'trans': transposition, transplant, trans-valuation, and indeed trans-gender. Translation provides Derrida with a scenario whereby crossings and transits can be imagined – for literary texts, and for identities that wish to remain un-determined by fixed poles or normative values. The course finishes with an assessment of Derrida's reflections on death, mourning, and the matter of leaving a legacy. In Part 6, we therefore read more of the essay "Living On," and also Derrida's final interview, "Learning to Live, Finally." Not even Derrida could deconstruct away the finality of death, but he did hope to live on. My corresponding hope is that you will feel sufficiently attuned to Derrida's thought that you consider it important to continue his legacy – to be one of the agents of his living on, survival or *survie*, a translator and transporter of his thought towards contexts that he could not have foreseen, but which he would doubtless have welcomed as a precious chance for his own work to be considered differently. Taking intellectual risks, thinking otherwise, and inventing new ways of knowing are, after all, the hallmarks of Derridean deconstruction.

Spring 2025: CPLT BC3145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3145	001/00143	T Th 4:10pm - 5:25pm 409 Barnard Hall	Brian O'Keeffe	3	16/25

CPLT BC3158 Languages of Loss: The Poetry of Mourning. 3 points.

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, Holderlin, Wordsworth, Whitman, Bishop, and others) and discussions of the relationship between singular and collective life.

CPLT BC3160 TRAGIC BODIES. 3.00 points.

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 Abramovic. We will explore the provocations, theatricality, and shock aesthetics of such concepts as Artaud's "Theater of Cruelty" and Kristevas powers of horror, as well as Adornos ideas about terror and the sublime

CPLT BC3162 NOVELLA CERVANTES TO KAFK. 3.00 points.

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.

CPLT BC3164 Trees of Knowledge: Ecocriticism and World Literature. 3.00 points.

This survey of modern and contemporary world literature deals explicitly with environmental issues as a main theme. The course is supposed to serve as an introduction to the new field of "ecocriticism" in the Humanities and to a wide range of literary responses to current ecological concerns and transformations of natural habitat. All texts are available in English, though students will have the opportunity to read them in the original if they desire to do so

Fall 2025: CPLT BC3164

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3164	001/00255	T Th 10:10am - 11:25am 403 Barnard Hall	Erk Grimm	3.00	4/20

CPLT BC3165 City # Country in the Comparative 19th-century Novel. 4.00 points.

This seminar explores the relationship of the nineteenth-century realist novel to urban experience and rural identity. If most novels are, in Raymond Williams's phrase, "knowable communities," how do fictions of the city and imaginings of the country represent individual identity as it is shaped by physical, built environments? In this light, we will consider questions of youth and experience, time and space, work and leisure, men and women, landscape and portraiture, privacy and public life, national culture and cosmopolitanism, local custom and globalism. In class, we will juxtapose close readings of novels with analyses of other cultural forms (translations, paintings, operas, popular entertainment, maps) so that we come away with a broader sense of nineteenth-century pan-media culture and its international afterlives as well as a working knowledge of one of its most meaningful manifestations: the novel. French novelists Honoré de Balzac and Gustave Flaubert, English novelists Charles Dickens and George Eliot, the Russian novelist Leo Tolstoy and the Chinese novelist Lao She (Shu Qingchun, ###) will provide case studies. Such long novels benefit from nuanced and intensive seminar discussion in which all voices are critical

CPLT BC3190 Aesthetics of the Grotesque. 3 points.

This course examines the aesthetic phenomenon of the grotesque in its development from the late Renaissance to Postmodernism by comparing major texts in a systematic fashion. The emphasis of our discussions is on the awkwardness and strangeness of a certain kind of prose or drama; we will therefore examine the typical modes of transgression and the forms of excess in literary representations of the body in various between the 15th century and the present. The transgression may involve the human body, but writers are also interested in the beauty or ugliness of “the beast.” While we will discuss questions of style and linguistic performance, our main concern is the human imagination: how do characters, narrators and writers relate to the strangeness of the body and the world? How is the literary text shaped by distinct aesthetic patterns? What kind of taboo subjects or problematic and ambiguous aspects of power dynamics in modern societies can be addressed by presenting humans and animals as grotesque figures? Our critical discussions of outstanding examples of are based on readings of major scholarly contributions to the field, in particular the studies of internationally recognized intellectuals such as M.Bakhtin, T.Todorov, J.Kristeva, and W.Kayser. You will be introduced to various historical types of the grotesque, ranging from the ornate and bombastic representations in Renaissance literature to the fantastic deformations and hybrid creatures in contemporary literature. The reading material is representative of different cultures, languages and literatures so that we can conceptualize the grotesque from a critical and comparative perspective. Ultimately, the grotesque is seen as a complicated product of social, political, and cultural conditions rather than merely a formal element of a literary discourse. The representation of “grotesque” settings as well as the formation of “grotesque” identities will be examined by considering aspects such as gender, class, race and ethnicity.

CPLT BC3200 THE VISUAL AND VERBAL ARTS. 3.00 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

CPLT BC3203 Fictions of Judgment: Austen and Kleist. 3.00 points.

This course investigates how works of fiction reflect on what it means to make moral, aesthetic, and political judgments. It focuses on works by two Romantic-era authors, Jane Austen (1775-1817) and Heinrich von Kleist (1777-1811), who were contemporaries of one another but have rarely been read together as they inhabited and wrote about vastly different milieus. Strikingly, both have been hailed for their precise mastery of language and form, their keen sense of irony, and their singularly philosophical dispositions. They wrote at a crucial time in both Western and global modernity when European philosophers were re-defining the very activity of judgment itself in relation to new understandings of reason, truth, and the conditions of knowledge. We will read three of Austen's six completed novels and a play, short stories, a novella, and prose writings by Kleist, paying attention to philosophical problems of self-knowledge, judgment, freedom, and autonomy in relation to historical instantiations of gender, class, and race. Besides studying how these early nineteenth-century works staged processes and crises of judgment, we will ask ourselves what lessons in judgment these works may continue to offer us today

CPLT BC3204 Literary Worldmaking: Two Case Studies. 4.00 points.

This seminar engages students in the immersive and intensive reading of two masterworks of modern prose fiction: *Middlemarch*, published by George Eliot (the pseudonym of Mary Ann Evans) in 1871-2 in England, and *The Story of the Stone, or the Dream of the Red Chamber*, composed by Cao Xueqin (and continued by Gao E) in the late 18th-century moment of Qing-dynasty China. While using devices and conventions from different narrative traditions, these novels operate in the mode of realism and do so at a monumental and panoramic scale, creating literary worlds that reflect the realia of historical lifeworlds. Beyond representing aspects of empirically recognizable worlds, these novels also incorporate philosophical reflection on their own means of representation, on their very status as fiction, on the power and limits of imaginative worldmaking. By studying these novels as cases of literary worldmaking, we will take the opportunity also to reflect critically in this class on the world that emerges—and the process of worldmaking that gets activated—in our very experience of studying these texts together. We will consider how cosmopolitanism, as a guiding ideal of the Enlightenment and post-Enlightenment university, may be renewed by literary study to help us inhabit a world of common humanity that is richer and more complex than is evident in particularist localisms or a satellite-view, techno-economic globalism. *Middlemarch* we will read in its entirety. For the sake of time, we will read, in David Hawkes' translation, the 80-chapter version of *The Story of the Stone, or the Dream of the Red Chamber*, attributed to Cao Xueqin, instead of the 120-chapter version, with the last 40 chapters attributed to Gao E. If you can and wish to read the text in Chinese, please speak to Professor Sun about the option of scheduling extra discussion sessions

CPLT BC3350 IN OTHER WORDS: WORLD POETRY & COSMOPOLITANISM. 3 points.

What is “world poetry”? This course will try to give an answer to this vexing question. You are being introduced to a number of influential poets who have entered a dialogue about what it means to write, read, translate and appreciate poetry in a global context. The impact of globalization is most visible in a number of anthologies which made considerable efforts to move beyond the existing range of national representatives and to make an English-speaking audience familiar with the names and works of poets who are bilingual or who write in their native language. Throughout the semester, we will read English translations of these poems (but feel free to read the original if you know the language). Secondly, the global context is of great importance for understanding each poet's vision of the world since poets are involved in processes of “world-making” as well as reacting to the world's past and present. As the semester progresses you will see that the poets are part of a larger conversation; some themes, forms and issues we discovered at the beginning will return in the middle or toward the end of the term. The selection of poets is based on considerations of gender, race, age and religious affiliation; many of the poets whose works we are going to discuss are iconic figures; in studying other cases, you will be exposed to new voices (for example, young South African poets) whose significance will emerge in a critical discussion of the anthologists' rationale and criteria for selecting poets and marginalizing others.

CPLT BC3510 ADVANCED WORKSHOP TRANSLA. 4.00 points.

Maurice Blanchot once described translators as the “hidden masters of culture.” Indeed, though our labor and craft often go unrecognized in the age of Google Translate, translators play an essential role as tastemakers, bridge-builders, advocates, and diplomats, not to mention the most intimate readers and re-writers of literature. In this workshop, we will explore translation as a praxis of writing, reading, and revision. Together, we will also interrogate translation’s complex and often fraught role in cultural production. What ethical questions does translation raise? Who gets to translate, and what gets translated? What is the place of the translator in the text? What can translation teach us about language, literature, and ourselves? Readings will include selections from translation theory, method texts, and literary translations across genres, from poetry and prose to essay and memoir. Students will workshop original translations into English and complete brief writing and translation exercises throughout

Spring 2025: CPLT BC3510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3510	001/00145	W 4:10pm - 6:00pm 207 Milbank Hall	Emily Sun	4.00	4/12

CPLT BC3551 The Arabian Nights and Its Influences. 4 points.

This course examines the enduring power of The Arabian Nights and some of the wide range of literary authors, genres and variations that it has influenced. The focus is, therefore, on this marvelous work—one of the earliest examples of the short story and the novel—but also on a selection of classical and contemporary works of fiction from around the world that have been informed by it. In this regard, this is a class interested in literary influence, reciprocity and exchange across time and languages.

CPLT BC3552 The Arabic Novel. 4.00 points.

The novel in Arabic literature has often been the place where every attempt to look within ends up involving the need to contend with or measure the self against the European, the dominant culture. This took various forms. From early moments of easy-going and confident cosmopolitan travellers, such as Ahmad Faris al-Shidyaq, to later author, such as Tayeb Salih, mapping the existential fault lines between west and east. For this reason, and as well as being a modern phenomenon, the Arabic novel has also been a tool for translation, for bridging gaps and exposing what al-Shidyaq—the man credited with being the father of the modern Arabic novel, and himself a great translator—called ‘disjunction’. We will begin with his satirical, deeply inventive and erudite novel, published in 1855, Leg Over Leg. It is a book with an insatiable appetite for definitions and comparisons, with Words that had been lost or fell out of use (the author had an abiding interest in dictionaries that anticipates Jorge Louis Borges) and with locating and often subverting moments of connection and disconnection. We will then follow along a trajectory to the present, where we will read, in English translation, novels written in Arabic, from Egypt, Syria, Sudan, Morocco and Palestine. We will read them chronologically, starting with Leg Over Leg (1855) and finishing with Minor Detail, a novel that was only published last year. Obviously, this does not claim to be a comprehensive survey; for that we would need several years and even then, we would fall short. Instead, the hope is that it will be a thrilling journey through some of the most fascinating fiction ever written. Obviously, this does not claim to be a comprehensive survey; for that we would need several years and even then, we would fall short. Instead, the hope is that it will be a thrilling journey through some of the most fascinating fiction ever written

Spring 2025: CPLT BC3552

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3552	001/00147	M 2:10pm - 4:00pm 225 Milbank Hall	Hisham Matar	4.00	14/15

CPLT BC3630 Theatre and Democracy. 4 points.

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.

Fall 2025: CPLT BC3630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3630	001/00258	W 12:10pm - 2:00pm 214 Milbank Hall	Hana Worthen	4	3/16

CPLT BC3675 MAD LOVE. 3.00 points.

The history of irrational love as embodied in literary and non-literary texts throughout the Western tradition. Readings include the Bible, Greek, Roman, Medieval, and modern texts

Spring 2025: CPLT BC3675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3675	001/00148	M W 2:40pm - 3:55pm 324 Milbank Hall	Alfred Mac Adam	3.00	25/30

CPLT BC3997 SENIOR SEMINAR IN COMP LI. 4.00 points.

Designed for students writing a senior thesis and doing advanced research on two central literary fields in the students major. The course of study and reading material will be determined by the instructor(s) in consultation with students(s)

Spring 2025: CPLT BC3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLT 3997	001/00149	T 9:00am - 10:50am 111 Milstein Center	Emily Sun	4.00	13/15

CPLT BC3999 INDEPENDENT RESEARCH. 1.00-4.00 points.

Independent research, primarily for the senior essay, directed by a chosen faculty adviser and with the chair's permission. The senior seminar for majors writing senior essays will be taught in the Spring term

CPLS BC4161 TRAGIC BODIES II: SURFACES, MATERIALITIE. 4.00 points.**Cross-Listed Courses****ASCM BC3000 Outlaws # Tricksters of Arabic Literature (in Translation). 4.00 points.**

What is so fascinating about outlaws and tricksters? They can be alluring and terrifying, creative and destructive. They wear disguises, upend the plans of their fellow humans, and bend societies to their will. They are unsettled and unsettling. But this course suggests that there is no single figure of the trickster. Rather, the significance of writing about tricksters and outlaws varies from text to text and from place to place. In this course, we will explore texts, mostly from the pre-modern period, written in Arabic (and sometimes Persian and Sanskrit) that depict outlaws and tricksters. We will ask after what texts are doing in the world when they tell stories that seem to celebrate and delight in the subversive, the strange, and the sinister. To help us think through these questions, we will also read divergent theories about outlaws, tricksters, and other subversives. At the end of the course, we will read the award-winning Iraqi novel *Frankenstein in Baghdad*

CLIA GU3660 MAFIA MOVIES. 3.00 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

CPLS GU4152 POLITICS OF PERFORMANCE. 4.00 points.

How is performance conceived and instrumentalized to fulfill an ideological design? How is ideology transmitted as performance? Centering on National Socialism and Communism, this course explores that and similar questions by examining the political, social, and cultural performances (of Hitler and Stalin, of race and progress, of postwar trials) in the Third Reich and the Soviet Union by engaging a broad range of primary materials (films, documentaries, plays, newsreels, mass spectacles, artifacts of fine art) and by reading widely in the literature of political philosophy and performance studies

ENGL BC3294 EXOPHONIC WOMEN. 3.00 points.

Language is the writer's instrument; what happens when there is more than one language to choose from, or when a dominant or initial language is replaced by another? What inspires, or necessitates, a writer to practice exophony: to migrate into "foreign" linguistic territory? And in the case of bilingual or plurilingual writers, what factors determine the language(s) chosen for creative expression, and what might cause that choice to shift over time? To what degree do exophonic writers create a third, hybrid language? And how might their works underscore the mutability and instability of language itself? This seminar will focus on a series of women who, either for political or personal reasons, have reshaped and revised their linguistic points of reference, radically questioning—and perhaps willfully subverting—notions of nationality, identity, linguistic normativity, and a "mother tongue". Special attention will be paid to the reception of exophonic writers, to feminist narratives of separation and self-fashioning, to mother-daughter dyads, to cases of self-translation, to colonialist and post-colonialist frameworks, and to how the phenomenon of exophony further complicates, but also enriches, the translator's task. Readings will combine literary texts with essays, interviews, and theoretical writings by and about exophonic writers. In addition to analytical papers, students will have the opportunity to experiment writing in another language and translating themselves into English. All readings will be in English; advanced reading knowledge of a foreign language is recommended but not required

MDES GU4226 Arabic Literature # the Long 19th Century. 4.00 points.

What came before the Arabic novel? How did authors writing in Arabic in the 19th century conceive of and debate the terms of modernity and literature? The purpose of this graduate seminar is first to engage with recent trends in scholarship on the Nahda ("Renaissance") and second to read the entirety of three significant works of Arabic literature in translation: al-Shidyaq's *Leg Over Leg* (1855), Khalil al-Khouri's *Oh No! I am Not European!* (1859-61), and Jurji Zaydan's *Tree of Pearls, Queen of Egypt* (1914). Knowledge of Arabic is not required, but an optional Arabic reading group will run concurrently with the class

Computer Science

Department Site: <http://www.cs.barnard.edu>

Office: 504 Milstein Center

Contact: 212-853-0305, inquiry-cs@barnard.edu

Department Administrator: Julian Escarraga, inquiry-cs@barnard.edu

Mission

Barnard's Computer Science department offers meaningful computing education and experiences to all Barnard students and partners with Columbia's Computer Science department to offer a major and minor in Computer Science. The department aims to expand students' use and understanding of computation and data analysis across disciplines; offer students opportunities to think critically about the social implications of technology, including how to harness it for social good; promote curricular and pedagogical advances in computer science and its multidisciplinary applications; and provide new models for engaging students and enhancing diversity in computing.

Student Learning Outcomes

Computer Science majors at Barnard study the foundations and applications of computing, as well as addressing the societal implications of computing technology. In conjunction with Columbia, a broad range of upper-level courses is available in topics including

artificial intelligence, natural language processing, algorithms and complexity, cybersecurity, databases, user interfaces, and programming languages. Through these courses, students acquire the kind of flexibility needed in a rapidly changing field; they are prepared to engage in both applied and theoretical developments in computer science as they happen.

Programs of Study

The Computer Science department offers the following programs of study:

- Major in Computer Science
 - [Major in Computer Science for Students Who Entered Barnard Fall 2023 or After](#)
 - [Major in Computer Science for Students Who Entered Barnard Before Fall 2023](#) (p. 243)
- [Minor in Computer Science](#) (p.)

For the Major in Mathematics-Computer Science, see [Mathematics](#).

Student Advising

Advising Resources

- All Computer Science majors at Barnard are assigned a full-time faculty member from Barnard's Computer Science department as a major advisor. The major adviser can assist students in planning a program focused on personal interests while meeting major requirements.
- Students who wish to declare a special major (including Information Science or Data Science) should contact Prof. Smaranda Muresan.
- All Barnard CS majors are given an individualized CS Major Progress Check List, which is shared with their CS adviser, the CS chair, and the CS administrator.
 - [Barnard CS Progress Check List](#)
- The department regularly holds an Open House/Program Planning Meeting every semester. For more information about this and other department events, see <https://cs.barnard.edu/events>.

Guidance for First-Year Students

Students with no background in computer science may wish to take Introduction to Computational Thinking and Data Science COMS BC1016 and corequisite lab COMS BC1017, though it is not required.

Enrolling in Courses

- Prerequisite courses for Mathematics Requirement: MATH UN1201 (Calculus III) requires Calculus I as a prerequisite but does NOT require Calculus II. MATH UN1205 and APMA E2000, however, require both Calculus I and Calculus II as prerequisites.
- Most of our COMS BC3000-level courses have a “waitlist form” that needs to be filled out to be considered for the course, in addition to joining the waitlist. The links to the forms can be found under each course in SSOL and the Course Directory.
- COMS BC3997 New Directions in Computing is an undergraduate seminar for special topics in computing arranged as the need and availability arises. Topics are usually offered on a one-time basis, and the title of each section reflects the topic. Participation requires permission of the instructor. Since the content of this course changes each time it is offered, it may be repeated for credit with different topics.

Preparation for Graduate Study

Many Computer Science graduates step directly into career positions in computer science across industry and the public sectors, while others continue their formal education in graduate degree programs, including masters degrees and PhDs in Computer Science, as well as other pathways such as law school. The Computer Science 4+1 BA/MS Pathway is a special opportunity for students who wish to pursue an accelerated masters degree.

Computer Science 4+1 BA/MS Pathway

The Barnard/Columbia University 4+1 Pathways provide an option for students to make progress on graduate study while still an undergraduate, under the guidance of Barnard and Columbia advisors who help them develop their plans for accelerated completion of a masters degree. The Computer Science 4+1 pathway enables Barnard students to obtain a BA from Barnard and an MS from Columbia in a combined five years.

Barnard students majoring or minoring in Computer Science are eligible to apply for the Computer Science 4+1 pathway during their junior year. Accepted students will be given a Barnard Computer Science 4+1 advisor and have access to Columbia MS advisors; they can work with their Barnard and Columbia advisors to determine a study plan to enable completion of the MS in their 5th year.

For more information and application requirements, see cs.barnard.edu/4-1-computer-science.

Coursework Taken Outside of Barnard

Advanced Placement Credit

The Computer Science department does not grant any course exemptions for AP or other exam scores.

Computer Science Courses at Columbia University

Part of the School of Engineering and Applied Sciences, the Department of Computer Science at Columbia University provides many of the courses Barnard Computer Science students need to fulfill their major or minor requirements. There is no restriction on the number of courses that may be taken at Columbia for the programs of study in Computer Science at Barnard.

Transfer Credit

- When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor.
- Transfer coursework can count in place of a major requirement if they can be deemed equivalent to a Barnard or Columbia class that counts for a requirement. They might also be countable as a COMS elective if they are a clear fit even if they are not equivalent to one of our classes, so long as you do not also take a Barnard or Columbia class that substantially overlaps with the content.
- No more than 6 transfer courses can count for the major and no more than 3 transfer courses can count for the minor.
- Computer science courses must be evaluated by Barnard's or Columbia's Computer Science department and mathematics courses must be evaluated by Barnard's Mathematics department. Please contact the department for more information.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are

treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.

- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.

Summer Credit

- Summer courses at Barnard are equivalent to Barnard courses taken during the academic year.
- Summer courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or department representative.

Other Important Information

The Vagelos Computational Science Center

Computer Science works in close partnership with the [Vagelos Computational Science Center \(CSC\)](#), Barnard's home for powerful, interdisciplinary data exploration located on the 5th Floor of the Milstein Center. The CSC aims to prepare students for the dynamic and rapidly shifting world of computational science and technology. It facilitates students' understanding of computational methods, application development, and general technological knowledge through its workshop series, public events, outreach, and projects. The CSC also serves as a resource for the greater Barnard community by providing students, researchers, faculty, and staff the tools and resources they need for the advancement of their scholarship and curricular development.

CS Help Room

Students in introductory and intermediate undergraduate courses in computer science can receive one-on-one tutoring through Barnard's Computer Science Help Room.

For hours, see cs.barnard.edu/cs-help-room.

Chair: Rebecca Wright (Druckenmiller Professor of Computer Science)

Associate Professor: Smaranda Muresan

Assistant Professors: Eysa Lee, Brian Plancher, Mark Santolucito, Lucy Simko, Corey Toler-Franklin, Tiffany Tseng

Roman Family Teaching and Research Fellow: Lisa Soros

For a list of other officers of the University offering courses in Computer Science, please see the Columbia Computer Science department website below:

<https://www.cs.columbia.edu/people/faculty/>

The Department of Computer Science offers a major and a minor. See below for information on:

1. The New "Trackless" [Major in Computer Science for Students Who Entered Barnard Fall 2023 or After](#) (p. 242)
2. The Old "Track-based" [Major in Computer Science for Students Who Entered Barnard Before Fall 2023](#) (p. 243)
3. Major in Mathematics-Computer Science
4. [Minor in Computer Science](#) (p. 244)

Major in Computer Science for Students Who Entered Barnard Fall 2023 or After (p. 242):

As of Fall 2023, there is a new "trackless" version of the Computer Science curriculum. Students who joined Barnard before Fall 2023 will still follow the older, [track-based CS curriculum](#) (p. 243), though we can allow the new version as an exception.

To declare a major in Computer Science, submit a [major declaration form](#) via Slate.

The "trackless" Computer Science major consists of 14-15 courses (a minimum of 44 points) to be distributed as follows.

		Points
COMPUTER SCIENCE CORE (6 required courses)		
COMS W1004	PROGRAMMING IN JAVA	3.00
COMS W3134	Data Structures in Java	3.00
COMS W3157	ADVANCED PROGRAMMING	4.00
COMS W3203	DISCRETE MATHEMATICS	4.00
COMS W3261	COMPUTER SCIENCE THEORY	3.00
CSEE W3827	FUNDAMENTALS OF COMPUTER SYSTS	3.00
MATHEMATICS REQUIREMENTS		
A. CALCULUS III / MULTIVARIABLE CALCULUS (select one of the following)		
MATH UN1201	CALCULUS III	3.00
MATH UN1205	ACCELERATED MULTIVARIABLE CALC	4.00
APMA E2000	MULTV. CALC. FOR ENGI # APP SCI	4.00
**MATH UN1201 (Calculus III) requires Calculus I as a prerequisite but does NOT require Calculus II. MATH UN1205 and APMA E2000, however, require both Calculus I and Calculus II as prerequisites.		
B. LINEAR ALGEBRA (select one of the following)		
COMS W3251	COMPUTATIONAL LINEAR ALGEBRA	4.00
APMA E3101	APPLIED MATH I: LINEAR ALGEBRA	3.00
APMA E2101	INTRO TO APPLIED MATHEMATICS	3.00
MATH UN2010	LINEAR ALGEBRA	3.00
MATH UN2015	Linear Algebra and Probability	3.00
C. PROBABILITY (select one of the following)		
STAT UN1201	CALC-BASED INTRO TO STATISTICS	3.00
STAT GU4001	INTRODUCTION TO PROBABILITY AND STATISTICS	3.00
IEOR E3658	PROBABILITY FOR ENGINEERS	3.00
MATH UN2015	Linear Algebra and Probability	3.00
** MATH UN2015 can double count for Linear Algebra and Probability requirements. This is the ONLY instance a course can double count.		
AREA FOUNDATION COURSES (AFC)		
Select 3 courses from the following list:		
COMS BC3159	Parallel Optimization for Robotics	3.00
COMS BC3160	COMPUTER GRAPHICS	3.00
COMS BC3705	NATURAL LANGUAGE PROCESSING	3.00

COMS W4111	INTRODUCTION TO DATABASES	3.00
COMS W4113	FUND-LARGE-SCALE DIST SYSTEMS	3.00
COMS W4115	PROGRAMMING LANG # TRANSLATORS	3.00
COMS W4118	OPERATING SYSTEMS I	3.00
CSEE W4119	COMPUTER NETWORKS	3.00
COMS W4152	Engineering Software-as-a-Service	3.00
COMS W4156	ADVANCED SOFTWARE ENGINEERING	3.00
COMS W4160	COMPUTER GRAPHICS	3.00
COMS W4167	COMPUTER ANIMATION	3.00
COMS W4170	USER INTERFACE DESIGN	3.00
COMS W4181	SECURITY I	3.00
CSOR W4231	ANALYSIS OF ALGORITHMS I	3.00
COMS W4236	INTRO-COMPUTATIONAL COMPLEXITY	3.00
COMS W4701	ARTIFICIAL INTELLIGENCE	3.00
COMS W4705	NATURAL LANGUAGE PROCESSING	3.00
COMS W4731	Computer Vision I: First Principles	3.00
COMS W4733	COMPUTATIONAL ASPECTS OF ROBOTICS	3.00
CBMF W4761	COMPUTATIONAL GENOMICS	3.00
COMS W4771	MACHINE LEARNING	3.00
CSEE W4824	COMPUTER ARCHITECTURE	3.00
CSEE W4868	SYSTEM-ON-CHIP PLATFORMS	3.00

COMPUTER SCIENCE ELECTIVES

3 courses from COMS/CSXX/XXCS that are at the 3000 level or higher and are at least 3-point courses

Major in Computer Science for Students Who Entered Barnard Before Fall 2023 (p. 243):

Students who joined Barnard before Fall 2023 follow the older, track-based CS curriculum, though students can switch to the new version with approval.

To declare a major in Computer Science, submit a [major declaration form](#) via Slate.

The tracks-based Computer Science major consists of 13-14 courses (a minimum of 41 points) to be distributed as follows.

	Points
COMPUTER SCIENCE CORE (7 required courses)	
COMS W1004	PROGRAMMING IN JAVA 3.00
COMS W3134	Data Structures in Java 3.00
COMS W3157	ADVANCED PROGRAMMING 4.00
COMS W3203	DISCRETE MATHEMATICS 4.00
COMS W3261	COMPUTER SCIENCE THEORY 3.00
CSEE W3827	FUNDAMENTALS OF COMPUTER SYSTS 3.00
SELECT ONE OF THE FOLLOWING (required)	
COMS W3251	COMPUTATIONAL LINEAR ALGEBRA (RECOMMENDED) 4.00
MATH UN2010	LINEAR ALGEBRA 3.00
MATH UN2015	Linear Algebra and Probability 3.00
APMA E3101	APPLIED MATH I: LINEAR ALGEBRA 3.00
APMA E2101	INTRO TO APPLIED MATHEMATICS 3.00

STAT GU4001	INTRODUCTION TO PROBABILITY AND STATISTICS 3.00
IEOR E4150	INTRO-PROBABILITY # STATISTICS 3.00
CALCULUS REQUIREMENT (select one of the following)	
MATH UN1102	CALCULUS II 3.00
MATH UN1201	CALCULUS III (PREFERRED) 3.00
FOUNDATIONS TRACK	
TRACK REQUIRED COURSES	
CSOR W4231	ANALYSIS OF ALGORITHMS I 3.00
COMS W4236	INTRO-COMPUTATIONAL COMPLEXITY 3.00
BREADTH COURSE: any 3K or 4K COMS course not in track, 3 or more points	
TRACK ELECTIVES - 2 from:	
COMS W4203	GRAPH THEORY 3.00
COMS W4252	INTRO-COMPUTATIONAL LEARN THRY 3.00
COMS W4261	INTRO TO CRYPTOGRAPHY 3.00
COMS E6232	ANALYSIS OF ALGORITHMS II 3.00
COMS E6261	ADVANCED CRYPTOGRAPHY 3.00
MATH UN3020	NUMBER THEORY AND CRYPTOGRAPHY 3.00
MATH UN3025	MAKING, BREAKING CODES 3.00
MATH GU4032	FOURIER ANALYSIS 3.00
MATH GU4041	INTRO MODERN ALGEBRA I 3.00
MATH GU4042	INTRO MODERN ALGEBRA II 3.00
MATH GU4061	INTRO MODERN ANALYSIS I 3.00
MATH GU4155	PROBABILITY THEORY 3.00
MATH G6238	Enumerative Combinatorics 4.50
APMA E4300	COMPUT MATH:INTRO-NUMERCL METH 3.00
CSPH G4801	3.00
CSPH G4802	Math Logic II: Incompleteness 3.00
PHIL GU4431	INTRODUCTION TO SET THEORY 3.00
IEOR E4407	GAME THEOR MODELS OF OPERATION 3.00
IEOR E6608	INTEGER PROGRAMMING 3.00
IEOR E6613	Optimization, I 4.50
IEOR E6614	OPTIMIZATION II 4.50
IEOR E6711	STOCHASTIC MODELING I 4.50
IEOR E6712	STOCHASTIC MODELING II 4.50
EEOR E6616	CONVEX OPTIMIZATION 3.00
ELEN E6717	Classical and Quantum Information Theory 3.00
ELEN E6718	ERROR CORRECTING CODES 3.00
COMS W3902	UNDERGRADUATE THESIS (with adviser approval) 0.00-6.00
COMS W3998	UNDERGRAD PROJECTS IN COMPUTER SCIENCE (with adviser approval) 1.00-3.00
COMS W4901	Projects in Computer Science (with adviser approval) 1.00-3.00
COMS E6998	TOPICS IN COMPUTER SCIENCE (with adviser approval) 3.00
SOFTWARE SYSTEMS TRACK	
TRACK REQUIRED COURSES	
COMS W4115	PROGRAMMING LANG # TRANSLATORS 3.00
COMS W4118	OPERATING SYSTEMS I 3.00
COMS W4119	COMPUTER NETWORKS 3.00
BREADTH COURSE: any 3K or 4K COMS course not in track, at least 3 points	

TRACK ELECTIVE - 1 from:

Any COMS W41xx		3.00
Any COMS W48xx		3.00
COMS W3107	Clean Object-Oriented Design	3.00
COMS BC3930	Creative Embedded Systems	3.00
COMS W4444	PROGRAMMING # PROBLEM SOLVING	3.00
COMS W3902	UNDERGRADUATE THESIS (with adviser approval)	0.00-6.00
COMS W3998	UNDERGRAD PROJECTS IN COMPUTER SCIENCE (with adviser approval)	1.00-3.00
COMS E6998	TOPICS IN COMPUTER SCIENCE (with adviser approval)	3.00
Any COMS E61xx (with adviser approval)		3.00

INTELLIGENT SYSTEMS TRACK

TRACK REQUIRED COURSES - 2 from:

COMS W4701	ARTIFICIAL INTELLIGENCE	3.00
COMS W4705	NATURAL LANGUAGE PROCESSING	3.00
COMS W4706	Spoken Language Processing	3.00
COMS W4731	Computer Vision I: First Principles	3.00
COMS W4733	COMPUTATIONAL ASPECTS OF ROBOTICS	3.00
COMS W4771	MACHINE LEARNING	3.00

BREADTH COURSE: any 3K or 4K COMS course not in track, at least 3 points

TRACK ELECTIVES - 2 from:

COMS W3902	UNDERGRADUATE THESIS (with adviser approval)	0.00-6.00
COMS W3998	UNDERGRAD PROJECTS IN COMPUTER SCIENCE (with adviser approval)	1.00-3.00
COMS W4165	COMPUT TECHNIQUES-PIXEL PROCSS	3.00
COMS W4252	INTRO-COMPUTATIONAL LEARN THRY	3.00
Any COMS W47xx		3.00
COMS W4901	Projects in Computer Science (with adviser approval; can be repeated)	1.00-3.00
COMS W4995	TOPICS IN COMPUTER SCIENCE (with adviser approval)	3.00
COMS W4996	Special topics in computer science, II (with adviser approval)	3.00

Any COMS E61xx

COMS E6998	TOPICS IN COMPUTER SCIENCE (with adviser approval)	3.00

APPLICATIONS TRACK

TRACK REQUIRED COURSES

COMS W4111	INTRODUCTION TO DATABASES	3.00
COMS W4170	USER INTERFACE DESIGN	3.00

BREADTH COURSE: any 3K or 4K COMS course not in track, at least 3 points

TRACK ELECTIVES - 2 from:

Any COMS W41xx course		3.00
Any COMS W47xx course		3.00
COMS W3107	Clean Object-Oriented Design	3.00
COMS BC3420	PRIVACY IN A NETWORKED WORLD	4.00
COMS BC3430	Computational Sound	3.00
COMS BC3930	Creative Embedded Systems	3.00
COMS W3902	UNDERGRADUATE THESIS (with adviser approval)	0.00-6.00
COMS W4995	TOPICS IN COMPUTER SCIENCE (with adviser approval)	3.00

COMS W4996	Special topics in computer science, II (with adviser approval)	3.00

Any COMS E69xx (with adviser approval)

VISION, GRAPHICS, INTERACTION, AND ROBOTICS TRACK

TRACK REQUIRED COURSES - 2 from:

COMS W4731	Computer Vision I: First Principles	3.00
COMS W4160	COMPUTER GRAPHICS	3.00
COMS W4167	COMPUTER ANIMATION	3.00

BREADTH COURSE: any 3K or 4K COMS course not in track, at least 3 points

TRACK ELECTIVES - 2 from:

COMS W4162	ADVANCED COMPUTER GRAPHICS	3.00
COMS W4165	COMPUT TECHNIQUES-PIXEL PROCSS	3.00
COMS W4167	COMPUTER ANIMATION	3.00
COMS W4170	USER INTERFACE DESIGN	3.00
COMS W4172	3D UI AND AUGMENTED REALITY	3.00
COMS W4701	ARTIFICIAL INTELLIGENCE	3.00
COMS W4733	COMPUTATIONAL ASPECTS OF ROBOTICS	3.00
COMS W4735	VISUAL INTERFACES TO COMPUTERS	3.00
COMS W4771	MACHINE LEARNING	3.00
COMS W4995	TOPICS IN COMPUTER SCIENCE	3.00
COMS W3902	UNDERGRADUATE THESIS (with adviser approval)	0.00-6.00

COMS W3998	UNDERGRAD PROJECTS IN COMPUTER SCIENCE (with adviser approval)	1.00-3.00

COMS W4901	Projects in Computer Science (with adviser approval)	1.00-3.00

COMS W4995	TOPICS IN COMPUTER SCIENCE (with adviser approval)	3.00

COMS W4996	Special topics in computer science, II (with adviser approval)	3.00

Any COMS E69xx (with adviser approval)

COMBINATION TRACK (with adviser and chair approval)

3 CS COURSES (3000-level or above, at least 3 points each)

3 COURSES FROM ANOTHER DISCIPLINE (3000-level or above, at least 3 points each)

Major in Mathematics—Computer Science

For a description of the joint Major in Mathematics—Computer Science, see [Mathematics](#).

Minor in Computer Science

Barnard students can declare a minor only once they have all of the required courses completed or in progress, and this must be done by March 1 of the senior year. Courses for the major and minor may not overlap. (The minor department chair can request an exception to this policy for a maximum of two overlapping courses if the minor requires more than 18 credits, the major requires more than 40 credits, and the overlapping courses are explicitly required for both.)

To declare Computer Science as a minor, submit a [minor declaration form](#) via Slate.

The Computer Science minor consists of the following six courses (a minimum of 19 points):

1. COMS W1004 PROGRAMMING IN JAVA (3pts)
2. COMS W3134 Data Structures in Java (3pts) or COMS W3137 HONORS DATA STRUCTURES # ALGOL (4pts)
3. COMS W3203 DISCRETE MATHEMATICS (4pts)
4. One of the following three courses: COMS W3157 ADVANCED PROGRAMMING (4pts); COMS W3261 COMPUTER SCIENCE THEORY (3pts); or CSEE W3827 FUNDAMENTALS OF COMPUTER SYSTS (3pts)
5. Any 3000-level or 4000-level COMS/CSXX/XXCS course of at least 3 points.
6. Any 3000-level or 4000-level COMS/CSXX/XXCS course of at least 3 points or one linear algebra, probability, or statistics course from the following: APMA E3101 APPLIED MATH I: LINEAR ALGEBRA, APMA E2101 INTRO TO APPLIED MATHEMATICS, MATH UN2010 LINEAR ALGEBRA, MATH UN2015 Linear Algebra and Probability, IEOR E3658 PROBABILITY FOR ENGINEERS, STAT UN1201 CALC-BASED INTRO TO STATISTICS, or STAT GU4001 INTRODUCTION TO PROBABILITY AND STATISTICS

Barnard College Computer Science Courses

COMS BC1016 Introduction to Computational Thinking and Data Science. 3.00 points.

This course and its co-requisite lab course will introduce students to the methods and tools used in data science to obtain insights from data. Students will learn how to analyze data arising from real-world phenomena while mastering critical concepts and skills in computer programming and statistical inference. The course will involve hands-on analysis of real-world datasets, including economic data, document collections, geographical data, and social networks. The course is ideal for students looking to increase their digital literacy and expand their use and understanding of computation and data analysis across disciplines. No prior programming or college-level math background is required

Spring 2025: COMS BC1016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1016	001/00458	M W 11:40am - 12:55pm 140 Horace Mann Hall	Tiffany Tseng	3.00	42/40
COMS 1016	002/00459	M W 1:10pm - 2:25pm 152 Horace Mann Hall	Tiffany Tseng	3.00	43/50

Fall 2025: COMS BC1016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1016	001/00416	M W 11:40am - 12:55pm 504 Diana Center	Eysa Lee	3.00	57/60
COMS 1016	002/00417	M W 1:10pm - 2:25pm 207 Milbank Hall	Murad Megjhani	3.00	19/40

COMS BC1017 Introduction to Computational Thinking and Data Science - Lab. 1.00 point.

This is the co-requisite lab to COMS BC 1016 (Introduction to Computational Thinking and Data Science) This course will introduce students to the methods and tools used in data science to obtain insights from data. Students will learn how to analyze data arising from real-world phenomena while mastering critical concepts and skills in computer programming and statistical inference. The course will involve hands-on analysis of real-world datasets, including economic data, document collections, geographical data, and social networks. This class is ideal for students looking to increase their digital literacy and expand their use and understanding of computation and data analysis across disciplines. No prior programming or math background is required

Spring 2025: COMS BC1017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1017	001/00461	W 5:00pm - 6:30pm 516 Milstein Center	Tiffany Tseng	1.00	23/25
COMS 1017	002/00468	Th 10:00am - 11:30am 516 Milstein Center	Tiffany Tseng	1.00	25/25
COMS 1017	003/00469	Th 1:00pm - 2:30pm 516 Milstein Center	Tiffany Tseng	1.00	23/25
COMS 1017	004/00470	Th 3:00pm - 4:30pm 516 Milstein Center	Tiffany Tseng	1.00	14/25

Fall 2025: COMS BC1017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1017	001/00979	W 4:00pm - 5:30pm 516 Milstein Center	Eysa Lee	1.00	24/24
COMS 1017	002/00981	Th 9:40am - 11:10am 516 Milstein Center	Eysa Lee	1.00	15/20
COMS 1017	003/00982	Th 11:20am - 12:50pm 516 Milstein Center	Eysa Lee	1.00	14/20
COMS 1017	004/01152	W 2:40pm - 4:00pm 516 Milstein Center	Murad Megjhani	1.00	22/20

COMS BC3099 INDEPENDENT STUDY. 1.00-4.00 points.

Course can be taken for 1-4 points.

Independent Study. Instructor permission required

Spring 2025: COMS BC3099

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3099	001/00914		Brian Plancher	1.00-4.00	3/5
COMS 3099	002/00936		Tiffany Tseng	1.00-4.00	3/5
COMS 3099	003/00948		Lucy Simko	1.00-4.00	4/5
COMS 3099	004/00954		Smaranda Muresan	1.00-4.00	1/5
COMS 3099	005/00960		Rebecca Wright	1.00-4.00	1/5
COMS 3099	006/00962		Lucy Simko	1.00-4.00	2/5
COMS 3099	007/00966		Lisa Soros	1.00-4.00	1/5

Fall 2025: COMS BC3099

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3099	001/01109		Corey Toler-Franklin	1.00-4.00	1/5
COMS 3099	002/01197		Tiffany Tseng	1.00-4.00	1/5

COMS BC3159 Parallel Optimization for Robotics. 3.00 points.

Many stages of state-of-the-art robotics pipelines rely on the solutions of underlying optimization algorithms. Unfortunately, many of these approaches rely on simplifications and conservative approximations in order to reduce their computational complexity and support online operation. At the same time, parallelism has been used to significantly increase the throughput of computationally expensive algorithms across the field of computer science. And, with the widespread adoption of parallel computing platforms such as GPUs, it is natural to consider whether these architectures can benefit robotics researchers interested in solving computationally constrained problems online. This course will provide students with an introduction to both parallel programming on CPUs and GPUs as well as optimization algorithms for robotics applications. It will then dive into the intersection of those fields through case studies of recent state-of-the-art research and culminate in a team-based final project

COMS BC3162 DEVELOPING ACCESSIBLE USER INTERFACES. 3.00 points.

Introduction to access technology and the development of accessible systems. In this course, students build and evaluate various access technologies. Topics include: text-to-speech, speech recognition, screen readers, screen magnification, alternative input, tactile displays, and web transformation. This course teaches students the deep inner workings of today's user interface technology and serve as a guide for building the user interfaces of the future

COMS BC3364 Introduction to Contextual Design for Technology. 3 points.

Introduces methods and tools used in Contextual Inquiry (CI) specifically the early stages of software design focused on meeting user needs. Key concepts include user research, contextual design, design thinking, ideation, iterative design, prototyping, and design documentation. Projects utilize software tools used in the industry.

COMS BC3420 PRIVACY IN A NETWORKED WORLD. 4.00 points.

The ubiquity of computers and networks in business, government, recreation, and almost all aspects of daily life has led to a proliferation of online sensitive data: data that, if used improperly, can harm the data subjects. As a result, concern about the use, ownership, control, privacy, and accuracy of these data has become a top priority. This seminar course focuses on both the technical challenges of handling sensitive data, the privacy implications of various technologies, and the policy and legal issues facing data subjects, data owners, and data users

Spring 2025: COMS BC3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3420	001/00471	T 9:00am - 10:50am 119 Milstein Center	Lucy Simko	4.00	27/24

Fall 2025: COMS BC3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3420	001/00399	T 9:00am - 10:50am 501 Diana Center	Lucy Simko	4.00	32/32

COMS BC3430 Computational Sound. 3.00 points.

In this course, we explore the variety of roles that computation can play in the analysis, creation, and performance of music. We start with the fundamentals of sound in the digital domain, covering issues of representation and audio synthesis. We then move through various synthesis techniques including the additive, subtractive, frequency modulation (FM), and amplitude modulation (AM) synthesis. After covering some core DSP techniques, we put these concepts into performative practice by exploring "live coding". In the space of live coding, we examine various programming language designs to understand how various domain specific languages (DSLs) support live coding. For the third module, we turn our focus to automated composition and analysis, addressing challenges in music information retrieval, generative art, and autonomous improvisation systems. All the while, we continue to develop our fluency in live coding by putting new topics to practice

COMS BC3930 Creative Embedded Systems. 3.00 points.

Ubiquitous computing is creating new canvases and opportunities for creative ideas. This class explores the use of microprocessors, distributed sensor networks, IoT, and intermedia systems for the purposes of creative expression. The course is delivered in a mixed lecture and lab format that introduces the fundamental concepts and theory behind embedded systems as well as issues particular to their creative employment. The key objective of the course is for students to conceive of and implement creative uses of computation

COMS BC3997 NEW DIRECTIONS IN COMPUTING. 1.00-3.00 points.

This is an undergraduate seminar for special topics in computing arranged as the need and availability arises. Topics are usually offered on a one-time basis. Participation requires permission of the instructor. Since the content of this course changes each time it is offered, it may be repeated for credit

Spring 2025: COMS BC3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3997	004/00573	M 2:10pm - 4:00pm 406 Barnard Hall	Lucy Simko	1.00-3.00	15/16
COMS 3997	005/00574	T Th 6:10pm - 7:25pm 324 Milbank Hall	Lisa Soros	1.00-3.00	33/35
COMS 3997	006/00575	M W 11:40am - 12:55pm 324 Milbank Hall	Smaranda Muresan	1.00-3.00	39/35

Columbia University Computer Science Courses

COMS W1001 INTRO TO INFORMATION SCIENCE. 3.00 points.

Lect: 3.

Basic introduction to concepts and skills in Information Sciences: human-computer interfaces, representing information digitally, organizing and searching information on the internet, principles of algorithmic problem solving, introduction to database concepts, and introduction to programming in Python

Fall 2025: COMS W1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1001	001/12789	T Th 10:10am - 11:25am 303 Uris Hall	Adam Cannon	3.00	57/60

COMS W1002 COMPUTING IN CONTEXT. 4.00 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 or COMS W1002

Fall 2025: COMS W1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1002	001/12790	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon, Mark Santolucito	4.00	105/300
COMS 1002	002/12791	T Th 1:10pm - 2:25pm 520 Mathematics Building	Mark Santolucito	4.00	16/60
COMS 1002	003/12792	T Th 1:10pm - 2:25pm 233 Seeley W. Mudd Building	Yining Liu, Mark Santolucito	4.00	23/40
COMS 1002	004/12793	T Th 1:10pm - 2:25pm 420 Pupin Laboratories	Julia Hirschberg, Debasmita Bhattacharya, Mark Santolucito	4.00	13/60

COMS W1003 INTRO-COMPUT SCI/PROGRAM IN C. 3.00 points.**COMS W1004 PROGRAMMING IN JAVA. 3.00 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* or *1005*.

Spring 2025: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/11948	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Adam Cannon	3.00	108/398
COMS 1004	002/11949	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon	3.00	86/398

Fall 2025: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/12794	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3.00	275/320
COMS 1004	002/12795	M W 5:40pm - 6:55pm 833 Seeley W. Mudd Building	Paul Blaer	3.00	150/164

COMS W1005 INTRO-COMPUT SCI/PROG-MATLAB. 3.00 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* or *W1005*.

COMS W1011 INTERMED COMPUTER PROGRAMMING. 3.00 points.**COMS W1012 COMPUTING IN CONTEXT REC. 0.00 points.****Fall 2025: COMS W1012**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1012	001/12796	Th 7:10pm - 8:00pm 644 Seeley W. Mudd Building	Adam Cannon	0.00	38/40
COMS 1012	002/12797	Th 7:10pm - 8:00pm 825 Seeley W. Mudd Building	Adam Cannon	0.00	28/40
COMS 1012	003/12798	F 10:10am - 11:00am 467 Ext Schermerhorn Hall	Adam Cannon	0.00	24/40
COMS 1012	004/12799	F 2:00pm - 2:50pm 608 Martin Luther King Building	Adam Cannon	0.00	14/40
COMS 1012	005/12800	Th 7:10pm - 8:00pm 307 Uris Hall	Mark Santolucito	0.00	12/40
COMS 1012	006/12801	F 9:00am - 9:50am 963 Ext Schermerhorn Hall	Mark Santolucito	0.00	5/40
COMS 1012	007/12802	Th 7:10pm - 8:00pm 608 Schermerhorn Hall	Yining Liu, Mark Santolucito	0.00	16/30
COMS 1012	008/12803	F 11:00am - 11:50am 301m Fayerweather	Yining Liu, Mark Santolucito	0.00	9/30
COMS 1012	009/12804	Th 7:10pm - 8:00pm 233 Seeley W. Mudd Building	Mark Santolucito	0.00	9/30
COMS 1012	010/12805	F 10:10am - 11:00am 401 Chandler	Mark Santolucito	0.00	5/30

COMS W1103 HONORS INTRO COMPUTER SCIENCE. 3.00 points.

COMS W1404 EMERGING SCHOLARS PROG SEMINAR. 1.00 point.
Pass/Fail only.

Prerequisites: Instructor's permission

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.

Spring 2025: COMS W1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1404	001/11950	F 8:40am - 9:55am 502 Northwest Corner	Adam Cannon	1.00	0/16
COMS 1404	002/11951	F 10:10am - 11:25am 502 Northwest Corner	Adam Cannon	1.00	6/16
COMS 1404	003/11952	F 11:40am - 12:55pm 502 Northwest Corner	Adam Cannon	1.00	4/16
COMS 1404	004/11953	F 1:10pm - 2:25pm 502 Northwest Corner	Adam Cannon	1.00	4/16
COMS 1404	005/11954	F 2:40pm - 3:55pm 502 Northwest Corner	Adam Cannon	1.00	5/16
COMS 1404	006/11955	F 4:10pm - 5:25pm 502 Northwest Corner	Adam Cannon	1.00	6/16
COMS 1404	007/11956	F 9:30am - 10:45am 253 Engineering Terrace	Adam Cannon	1.00	4/16
COMS 1404	008/11957	F 11:00am - 12:15pm 253 Engineering Terrace	Adam Cannon	1.00	5/16
COMS 1404	009/11958	F 12:30pm - 1:45pm 253 Engineering Terrace	Adam Cannon	1.00	3/16
COMS 1404	010/11959	F 2:00pm - 3:15pm 253 Engineering Terrace	Adam Cannon	1.00	1/16

Fall 2025: COMS W1404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1404	001/12806	F 8:40am - 9:55am 253 Engineering Terrace	Christian Murphy	1.00	13/16
COMS 1404	002/12807	F 10:10am - 11:25am 253 Engineering Terrace	Christian Murphy	1.00	0/16
COMS 1404	003/12808	F 11:40am - 12:55pm 253 Engineering Terrace	Christian Murphy	1.00	17/16
COMS 1404	004/12809	F 1:10pm - 2:25pm 253 Engineering Terrace	Christian Murphy	1.00	9/16
COMS 1404	005/12810	F 2:40pm - 3:55pm 253 Engineering Terrace	Christian Murphy	1.00	0/16
COMS 1404	006/12811	F 4:10pm - 5:25pm 253 Engineering Terrace	Christian Murphy	1.00	11/16
COMS 1404	007/12812	F 9:30am - 10:45am 602 Northwest Corner	Christian Murphy	1.00	13/16
COMS 1404	008/12813	F 11:00am - 12:15pm 602 Northwest Corner	Christian Murphy	1.00	14/16
COMS 1404	009/12814	F 12:30pm - 1:45pm 602 Northwest Corner	Christian Murphy	1.00	10/16
COMS 1404	010/12815	F 2:00pm - 3:15pm 602 Northwest Corner	Christian Murphy	1.00	15/16

COMS W2132 Intermediate Computing in Python. 4.00 points.

Prerequisites: (ENGI E1006) or (COMS W1002) or equivalent prior programming background in Python.

Essential data structures and algorithms in Python with practical software development skills, applications in a variety of areas including biology, natural language processing, data science and others.

COMS W2702 AI in Context. 3.00 points.

Prerequisites: STAT UN1201 or equivalent is strongly recommended. An interdisciplinary introduction to the history, development and modern application of artificial intelligence in a variety of contexts. Context subjects and teaching staff will vary by semester.

Fall 2025: COMS W2702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 2702	001/12816	T Th 11:40am - 12:55pm 301 Uris Hall	Maria Baker, Seth Cluett, Kirkwood Adams, Adam Cannon, Katja Vogt, Vishal Misra, Chris Wiggins	3.00	104/220

COMS W3011 INTERMED COMPUTER PROGRAMMING. 3.00 points.**COMS W3101 PROGRAMMING LANGUAGES. 1.00 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 TECHNOLOGY. 1.00-2.00 points.

Lect: 2. Lab: 0-2.

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 W3107 Clean Object-Oriented Design. 3.00 points.

Prerequisites: COMS W1004 or permission of instructor. May not take for credit if already received credit for COMS W1007

A course in designing, documenting, coding, and testing robust computer software, according to object-oriented design patterns and clean coding practices. Taught in Java. Object-oriented design principles include: use cases; CRC; UML; javadoc; patterns (adapter, builder, command, composite, decorator, facade, factory, iterator, lazy evaluation, observer, singleton, strategy, template, visitor); design by contract; loop invariants; interfaces and inheritance hierarchies; anonymous classes and null objects; graphical widgets; events and listeners; Java's Object class; generic types; reflection; timers, threads, and locks.

Fall 2025: COMS W3107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3107	001/12817	T Th 2:40pm - 3:55pm 602 Hamilton Hall	Christian Murphy	3.00	80/80

COMS W3123 ASSEMBLY LANG AND COMPUT LOGIC. 3.00 points.**COMS W3132 Intermediate Computing in Python. 4.00 points.**

Prerequisites: ENGI E1006 OR COMS W1002; or equivalent Python programming experience. Intermediate interdisciplinary course in computing intended for non-CS majors.

Essential data structures and algorithms in Python with practical software development skills, applications in a variety of areas including biology, natural language processing, data science and others

COMS W3134 Data Structures in Java. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W1004) or COMS W1004; 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*.

Spring 2025: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/11962	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3	223/320
COMS 3134	002/11963	M W 5:40pm - 6:55pm 501 Northwest Corner	Paul Blaer	3	167/164

Fall 2025: COMS W3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3134	001/12818	M W 4:10pm - 5:25pm 501 Northwest Corner	Brian Borowski	3	158/164

COMS W3136 ESSENTIAL DATA STRUCTURES. 4.00 points.

Prerequisites: (COMS W1004) or (COMS W1005) or (COMS W1007) or (ENGI E1006) COMS W1005 OR COMS W1007 OR ENGI E1006 OR COMS W1004

A second programming course intended for nonmajors with at least one semester of introductory programming experience. Basic elements of programming in C and C , arraybased 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 W3137 HONORS DATA STRUCTURES # ALGOL. 4.00 points.

Prerequisites: (COMS W1004) or (COMS W1007) COMS W1004 OR COMS 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 W3157 ADVANCED PROGRAMMING. 4.00 points.

Lect: 4.

Prerequisites: (COMS W3134) or (COMS W3137) COMS W3134 OR COMS W3137

C programming language and Unix systems programming. Also covers Git, Make, TCP/IP networking basics, C fundamentals

Spring 2025: COMS W3157

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/11964	M W 4:10pm - 5:25pm 301 Uris Hall	Brian Borowski	4.00	154/175
COMS 3157	002/11965	M W 5:40pm - 6:55pm 301 Uris Hall	Brian Borowski	4.00	109/175

Fall 2025: COMS W3157

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3157	001/12821	T Th 4:10pm - 5:25pm 417 International Affairs Bldg	Jae Lee	4.00	267/398
COMS 3157	002/12822	F 12:10pm - 2:00pm 330 Uris Hall	Jae Lee	4.00	43/60

COMS W3202 FINITE MATHEMATICS. 3.00 points.**COMS W3203 DISCRETE MATHEMATICS. 4.00 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)

Spring 2025: COMS W3203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/13386	M W 2:40pm - 3:55pm 501 Northwest Corner	Tony Dear	4.00	145/164

Fall 2025: COMS W3203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/12823	M W 2:40pm - 3:55pm 301 Uris Hall	Tony Dear	4.00	233/266
COMS 3203	002/12824	F 2:10pm - 4:00pm 303 Uris Hall	Tony Dear	4.00	29/60

COMS W3204 FINITE MATHEMATICS. 3.00 points.**COMS W3205 INTRO TO DISCRETE STRUCTURES. 3.00 points.****COMS W3210 SCIENTIFIC COMPUTATION. 3.00 points.**

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: two terms of calculus.

Introduction to computation on digital computers. Design and analysis of numerical algorithms. Numerical solution of equations, integration, recurrences, chaos, differential equations. Introduction to Monte Carlo methods. Properties of floating point arithmetic. Applications to weather prediction, computational finance, computational science, and computational engineering.

COMS W3240 ELEMENTARY NUMERICAL ANALYSIS. 3.00 points.

COMS W3244 PROBABILITY AND MATRIX MODELS. 3.00 points.

COMS W3251 COMPUTATIONAL LINEAR ALGEBRA. 4.00 points.

COMS W3252 SCIENTIFIC COMPUTATION II. 3.00 points.

COMS W3261 COMPUTER SCIENCE THEORY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3203)

Corequisites: COMS W3134, COMS W3136, COMS W3137

Regular languages: deterministic and non-deterministic finite automata, regular expressions. Context-free languages: context-free grammars, push-down automata. Turing machines, the Chomsky hierarchy, and the Church-Turing thesis. Introduction to Complexity Theory and NP-Completeness.

Spring 2025: COMS W3261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/11966	T Th 1:10pm - 2:25pm 833 Seeley W. Mudd Building	Josh Alman	3.00	113/120
COMS 3261	002/11967	T Th 2:40pm - 3:55pm 833 Seeley W. Mudd Building	Josh Alman	3.00	113/120

Fall 2025: COMS W3261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3261	001/12826	T Th 8:40am - 9:55am 451 Computer Science Bldg	Toniann Pitassi	3.00	95/110
COMS 3261	002/12827	T Th 10:10am - 11:25am 451 Computer Science Bldg	Toniann Pitassi	3.00	108/110
COMS 3261	003/19765	M W 8:40am - 9:55am 451 Computer Science Bldg	Toniann Pitassi, William Pires	3.00	65/110

COMS W3410 COMPUTERS AND SOCIETY. 3.00 points.

Lect: 3.

Broader impact of computers. Social networks and privacy. Employment, intellectual property, and the media. Science and engineering ethics. Suitable for nonmajors

Fall 2025: COMS W3410

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3410	001/12828	W 4:10pm - 6:40pm 313 Fayerweather	Ronald Baecker	3.00	84/78

COMS W3770 Mathematics for Machine Learning. 3.00 points.

Prerequisites: (MATH UN2010 or MATH UN2015 or APMA E2101 or APMA E3101 or COMS W3251) and (MATH UN1201 or MATH UN1205 or APMA E2000) and (STAT UN1201 or MATH UN2015 or IEOR E3658)

Familiarity with mathematical proof writing

Mathematical foundations of machine learning: Linear algebra, multivariable calculus, and probability and statistics. Comprehensive review and additional treatment of relevant topics used in the analysis and design of machine learning models. Preliminary exposure to core algorithms such as linear regression, gradient descent, principal component analysis, low-rank approximations, and kernel methods.

COMS W3902 UNDERGRADUATE THESIS. 0.00-6.00 points.

Prerequisites: Agreement by a faculty member to serve as thesis adviser.

An independent theoretical or experimental investigation by an undergraduate major of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one term, in which case the grade is deferred until all 6 points have been completed. Consult the department for section assignment

COMS W3995 TOPICS IN COMPUTER SCIENCE. 3.00 points.

Lect: 3.

Consult the department for section assignment. Special topics arranged as the need and availability arise. 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.

COMS W3998 UNDERGRAD PROJECTS IN COMPUTER SCIENCE.

1.00-3.00 points.

Prerequisites: Approval by a faculty member who agrees to supervise the work.

Independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit. Consult the department for section assignment

COMS W3999 FIELDWORK. 1.00-2.00 points.

Prerequisites: Obtained internship and approval from faculty advisor
May be repeated for credit, but no more than 3 total points may be used toward the 128-credit degree requirement. Only for SEAS computer science undergraduate students who include relevant off campus work experience as part of their approved program of study. Final report and letter of evaluation may be required. May not be used as a technical or nontechnical elective or as a GTE (general technical elective). May not be taken for pass/fail credit or audited.

COMS W4111 INTRODUCTION TO DATABASES. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134) and (COMS W3136) and (COMS W3137) COMS W3134, COMS W3136, or COMS W3136; or 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.

Spring 2025: COMS W4111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/11968	M W 2:40pm - 3:55pm 301 Uris Hall	Kenneth Ross	3.00	181/266
COMS 4111	002/11969	F 10:10am - 12:40pm 207 Mathematics Building	Donald Ferguson	3.00	100/125
COMS 4111	V01/20241		Kenneth Ross	3.00	7/99

Fall 2025: COMS W4111

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4111	001/12829	M W 4:10pm - 5:25pm 417 International Affairs Bldg	Kenneth Ross	3.00	277/320
COMS 4111	002/12830	F 10:10am - 12:40pm 402 Chandler	Donald Ferguson	3.00	115/125
COMS 4111	V01/18106		Kenneth Ross	3.00	5/99

COMS W4112 DATABASE SYSTEM IMPLEMENTATION. 3.00 points.

Lect: 2.5.

Prerequisites: (COMS W4111) and COMS W4111; 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

COMS W4113 FUND-LARGE-SCALE DIST SYSTEMS. 3.00 points.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and (COMS W3157 or COMS W4118 or CSEE W4119) *COMS W3134, W3136, or W3137. COMS W3157* or good working knowledge of C and C++ . *COMS W4118* or *CSEE W4119*.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and (COMS W3157 or 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

Fall 2025: COMS W4113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4113	001/12831	F 10:10am - 12:40pm 451 Computer Science Bldg	Roxana Geambasu	3.00	111/110
COMS 4113	V01/17905		Roxana Geambasu	3.00	13/99

COMS W4114 ASSEMBLY LANG AND SYSTEMS PROG. 3.00 points.**COMS W4115 PROGRAMMING LANG # TRANSLATORS. 3.00 points.**

Lect: 3.

Prerequisites: (COMS W3134) or (COMS W3136) or (COMS W3137) or (COMS W3261 and CSEE W3827) 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.

Spring 2025: COMS W4115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/11970	M W 4:10pm - 5:25pm 833 Seeley W. Mudd Building	Ronghui Gu	3.00	70/120
COMS 4115	V01/18062		Ronghui Gu	3.00	11/99

Fall 2025: COMS W4115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4115	001/12832	M 1:10pm - 3:40pm 417 International Affairs Bldg	Hubertus Franke	3.00	49/110
COMS 4115	V01/17906		Hubertus Franke	3.00	2/99

COMS W4118 OPERATING SYSTEMS I. 3.00 points.

Lect: 3.

Prerequisites: (CSEE W3827) and CSEE W3827; Knowledge of C and programming tools as covered in COMS COMS W3136, COMS W3157, or COMS 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

Spring 2025: COMS W4118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/11971	T Th 4:10pm - 5:25pm 309 Havemeyer Hall	Kostis Kaffes	3.00	98/160
COMS 4118	V01/18065		Kostis Kaffes	3.00	2/99

Fall 2025: COMS W4118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4118	001/12833	T Th 4:10pm - 5:25pm 501 Northwest Corner	Jason Nieh	3.00	82/160
COMS 4118	V01/17907		Jason Nieh	3.00	8/99

COMS W4119 COMPUTER NETWORKS. 3.00 points.

Prerequisites: Comfort with basic probability and programming fluency in Python, C++, Java, or Ruby.

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

COMS W4121 COMPUTER SYSTEMS FOR DATA SCIENCE. 3.00 points.

Prerequisites: CSOR W4246 OR STAT W4203; or equivalent as approved by faculty advisor. 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 W4125 PROGRAMING LANGUAGE SEMANTICS. 3.00 points.**COMS W4137 From Algorithmic Thinking to Development. 3.00 points.**

Algorithmic problem-solving and coding skills needed to devise solutions to interview questions for software engineering positions. Solutions are implemented in Python, Java, C, and C . Approaches include brute-force, hashing, sorting, transform-and-conquer, greedy, and dynamic programming. Focus on experimentation and team work

COMS W4152 Engineering Software-as-a-Service. 3.00 points.

Prerequisites: COMS W3134 AND COMS W3157 AND CSEE W3827
Modern software engineering concepts and practices including topics such as Software-as-a-Service, Service-oriented Architecture, Agile Development, Behavior-driven Development, Ruby on Rails, and Dev/ops

Fall 2025: COMS W4152

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4152	001/12834	T Th 8:40am - 9:55am 833 Seeley W. Mudd Building	Junfeng Yang	3.00	119/120

COMS W4153 Cloud Computing. 3.00 points.

Prerequisites: COMS W4111

Software engineering skills necessary for developing cloud computing and software-as-a-service applications, covering topics such as service-oriented architectures, message-driven applications, and platform integration. Includes theoretical study, practical application, and collaborative project work

Fall 2025: COMS W4153

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4153	001/12835	F 1:10pm - 3:40pm 501 Northwest Corner	Donald Ferguson	3.00	159/155

COMS W4156 ADVANCED SOFTWARE ENGINEERING. 3.00 points.

Lect: 3.

Software lifecycle using frameworks, libraries and services. Major emphasis on software testing. Centers on a team project.

Fall 2025: COMS W4156

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4156	001/12836	T Th 10:10am - 11:25am 207 Mathematics Building	Gail Kaiser	3.00	110/110
COMS 4156	V01/17908		Gail Kaiser	3.00	17/99

COMS W4160 COMPUTER GRAPHICS. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134) or (COMS W3136) or (COMS W3137) COMS W3134 OR COMS W3136 OR COMS W3137; 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. Due to significant overlap in content, only one of COMS 4160 or Barnard COMS 3160BC may be taken for credit

Spring 2025: COMS W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4160	001/11972	T Th 6:40pm - 7:55pm 313 Fayerweather	Hadi Fadaifard	3.00	65/75
COMS 4160	V01/20390		Hadi Fadaifard	3.00	3/99

Fall 2025: COMS W4160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4160	001/12837	M W 10:10am - 11:25am 451 Computer Science Bldg	Silvia Sellan	3.00	69/70

COMS W4162 ADVANCED COMPUTER GRAPHICS. 3.00 points.

Lect: 3.

Prerequisites: (COMS W4160) or COMS W4160

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 W4165 COMPUT TECHNIQUES-PIXEL PROCSS. 3.00 points.

Prerequisites: COMS W3137, COMS W3251 recommended, and a good working knowledge of UNIX and C. Intended for graduate students and advanced undergraduates.

An intensive introduction to image processing - digital filtering theory, image enhancement, image reconstruction, antialiasing, warping, and the state of the art in special effects. Topics from the basis of high-quality rendering in computer graphics and of low-level processing for computer vision, remote sensing, and medical imaging. Emphasizes computational techniques for implementing useful image-processing functions

COMS W4167 COMPUTER ANIMATION. 3.00 points.

Lect: 3.

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. General education requirement: quantitative and deductive reasoning (QUA).

Spring 2025: COMS W4167

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4167	001/11973	T Th 4:10pm - 5:25pm 451 Computer Science Bldg	Changxi Zheng	3.00	26/75

COMS W4170 USER INTERFACE DESIGN. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) COMS W3134 OR COMS W3136 OR COMS 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

Spring 2025: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/11975	M W 1:10pm - 2:25pm 417 International Affairs Bldg	Lydia Chilton	3.00	412/398
COMS 4170	002/18894	M 7:00pm - 9:30pm 428 Pupin Laboratories	Lydia Chilton	3.00	149/147
COMS 4170	V01/18066		Lydia Chilton	3.00	15/20

Fall 2025: COMS W4170

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4170	001/12838	T Th 11:40am - 12:55pm 833 Seeley W. Mudd Building	Brian Smith	3.00	123/120
COMS 4170	V01/17909		Brian Smith	3.00	2/99

COMS W4172 3D UI AND AUGMENTED REALITY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W4160) or (COMS W4170) or COMS W4160 OR COMS W4170; Or 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

Spring 2025: COMS W4172

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4172	001/11976	T Th 1:10pm - 2:25pm 227 Seeley W. Mudd Building	Steven Feiner	3.00	37/45

COMS W4181 SECURITY I. 3.00 points.

Prerequisites: COMS W3157; or equivalent.

Introduction to security. Threat models. Operating system security features. Vulnerabilities and tools. Firewalls, virtual private networks, viruses. Mobile and app security. Usable security. Note: May not earn credit for both W4181 and W4180 or W4187.

Fall 2025: COMS W4181

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4181	001/16423	M W 1:10pm - 2:25pm 141 Uris Hall	Sebastian Zimmeck	3.00	64/66
COMS 4181	V01/17910		Sebastian Zimmeck	3.00	6/99

COMS W4182 SECURITY II. 3.00 points.

Prerequisites: COMS W4118 AND COMS W4181 AND CSEE W4119
Advanced security. Centralized, distributed, and cloud system security. Cryptographic protocol design choices. Hardware and software security techniques. Security testing and fuzzing. Blockchain. Human security issues. Note: May not earn credit for both W4182 and W4180 or W4187.

Spring 2025: COMS W4182

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4182	001/11977	F 1:10pm - 3:40pm 1024 Seeley W. Mudd Building	John Koh	3.00	19/40
COMS 4182	V01/18068		John Koh	3.00	0/99

COMS W4186 MALWARE ANALYSIS#REVERSE ENGINEERING. 3.00 points.

Prerequisites: COMS W3157 AND CSEE W3827; or equivalent.
Hands-on analysis of malware. How hackers package and hide malware and viruses to evade analysis. Disassemblers, debuggers, and other tools for reverse engineering. Deep study of Windows Internals and x86 assembly.

\$100 Lab Fee.

Fall 2025: COMS W4186

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4186	001/14310	Th 4:10pm - 6:40pm 233 Seeley W. Mudd Building	Michael Sikorski	3.00	37/40

COMS W4203 GRAPH THEORY. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3203) 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.

COMS W4205 Combinatorial Theory. 3 points.

Lect: 3. **Not offered during 2024-2025 academic year.**

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.

COMS W4223 Networks, Crowds, and the Web. 3.00 points.

Prerequisites: Familiarity with elementary concepts of probability and data structures or experience programming with data
Introduces fundamental ideas and algorithms on networks of information collected by online services. It covers properties pervasive in large networks, dynamics of individuals that lead to large collective phenomena, mechanisms underlying the web economy, and results and tools informing societal impact of algorithms on privacy, polarization and discrimination

Spring 2025: COMS W4223

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4223	001/14256	T Th 4:10pm - 5:25pm 313 Fayerweather	Augustin Chaintreau	3.00	65/78
COMS 4223	V01/18841		Augustin Chaintreau	3.00	32/99

Fall 2025: COMS W4223

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4223	001/12839	T Th 4:10pm - 5:25pm 451 Computer Science Bldg	Augustin Chaintreau	3.00	78/110

COMS W4231 ANALYSIS OF ALGORITHMS I. 3.00 points.**COMS W4232 Advanced Algorithms. 3.00 points.**

Prerequisite: Analysis of Algorithms (COMS W4231).

Prerequisites: see notes re: points COMS W4231
Introduces classic and modern algorithmic ideas that are central to many areas of Computer Science. The focus is on most powerful paradigms and techniques of how to design algorithms, and how to measure their efficiency. The intent is to be broad, covering a diversity of algorithmic techniques, rather than be deep. The covered topics have all been implemented and are widely used in industry. Topics include: hashing, sketching/streaming, nearest neighbor search, graph algorithms, spectral graph theory, linear programming, models for large-scale computation, and other related topics

Spring 2025: COMS W4232

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4232	001/11978	T Th 2:40pm - 4:00pm 702 Hamilton Hall	Alexandr Andoni	3.00	35/80
COMS 4232	V01/18070		Alexandr Andoni	3.00	1/99

COMS W4236 INTRO-COMPUTATIONAL COMPLEXITY. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3261) COMS W3261
Develops a quantitative theory of the computational difficulty of problems in terms of the resources (e.g. time, space) needed to solve them. Classification of problems into complexity classes, reductions, and completeness. Power and limitations of different modes of computation such as nondeterminism, randomization, interaction, and parallelism

Fall 2025: COMS W4236

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4236	002/12840	M W 10:10am - 11:25am 627 Seeley W. Mudd Building	Xi Chen	3.00	23/50
COMS 4236	V02/17911		Xi Chen	3.00	4/99

COMS W4241 NUMERICAL ALGORITHMS-COMPLEXITY. 3.00 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-COMPLEXITY II. 3.00 points.

COMS W4252 INTRO-COMPUTATIONAL LEARNING THEORY. 3.00 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (CSOR W4231) or (COMS W4236) or (COMS W3203) or (COMS W3261)

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.

Fall 2025: COMS W4252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4252	001/12841	T Th 11:40am - 12:55pm 702 Hamilton Hall	Rocco Servedio	3.00	70/86
COMS 4252	V01/17912		Rocco Servedio	3.00	11/99

COMS W4261 INTRO TO CRYPTOGRAPHY. 3.00 points.

Lect: 2.5.

Prerequisites: COMS W3261 OR CSOR W4231; 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

Spring 2025: COMS W4261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4261	001/13820	M 7:00pm - 9:30pm 451 Computer Science Bldg	Allison Bishop	3.00	86/110

Fall 2025: COMS W4261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4261	001/12842	T Th 2:40pm - 3:55pm 142 Uris Hall	Tal Malkin	3.00	36/105

COMS W4281 INTRO TO QUANTUM COMPUTING. 3.00 points.
Lect: 3.

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.

Fall 2025: COMS W4281

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4281	001/12843	T Th 10:10am - 11:25am 209 Havemeyer Hall	Henry Yuen	3.00	84/100

COMS W4295 Topics in Theoretical Computer Science. 3.00 points.

Selected topics in theoretical computer science. Content and prerequisites vary between sections and semesters. May be repeated for credit. Check "topics courses" webpage on the department website for more information on each section

COMS W4419 INTERNET TECHNOLOGY, ECONOMICS, AND POLICY. 3.00 points.

Technology, economic and policy aspects of the Internet. Summarizes how the Internet works technically, including protocols, standards, radio spectrum, global infrastructure and interconnection. Micro-economics with a focus on media and telecommunication economic concerns, including competition and monopolies, platforms, and behavioral economics. US constitution, freedom of speech, administrative procedures act and regulatory process, universal service, role of FCC. Not a substitute for CSEE4119. Suitable for non-majors. May not be used as a track elective for the computer science major.

Spring 2025: COMS W4419

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4419	001/11979	M W 4:10pm - 5:25pm 829 Seeley W. Mudd Building	Henning Schulzrinne	3.00	33/40

COMS W4444 PROGRAMMING # PROBLEM SOLVING. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 and COMS W3136) or (COMS 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.

Fall 2025: COMS W4444

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4444	001/12844	M W 1:10pm - 2:25pm 337 Seeley W. Mudd Building	Kenneth Ross	3.00	33/34

COMS W4460 PRIN-INNOVATN/ENTREPRENEURSHIP. 3.00 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) Or instructor’s permission
Team project centered course focused on principles of planning, creating, and growing a technology venture. Topics include: identifying and analyzing opportunities created by technology paradigm shifts, designing innovative products, protecting intellectual property, engineering innovative business models.

Spring 2025: COMS W4460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4460	001/11980	M W 8:40am - 9:55am 829 Seeley W. Mudd Building	William Reinisch	3.00	41/40

Fall 2025: COMS W4460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4460	001/12845	M W 8:40am - 9:55am 627 Seeley W. Mudd Building	William Reinisch	3.00	39/40

COMS W4701 ARTIFICIAL INTELLIGENCE. 3.00 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and COMS W3134 OR COMS W3136 OR COMS W3137; Any course on probability
Prior knowledge of Python is recommended. 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

Spring 2025: COMS W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/13152	M W 4:10pm - 5:25pm 301 Pupin Laboratories	Tony Dear	3.00	207/250
COMS 4701	V01/18072		Tony Dear	3.00	8/99

Fall 2025: COMS W4701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4701	001/12846	T Th 10:10am - 11:25am 501 Northwest Corner	Ansaf Salleb-Aouissi	3.00	140/150
COMS 4701	002/12847	T Th 11:40am - 12:55pm 501 Northwest Corner	Ansaf Salleb-Aouissi	3.00	139/150
COMS 4701	003/18412	F 10:10am - 12:40pm 501 Schermerhorn Hall	Ansaf Salleb-Aouissi, Yun Lin	3.00	117/120
COMS 4701	V01/17913		Ansaf Salleb-Aouissi, Yun Lin	3.00	9/99

COMS W4705 NATURAL LANGUAGE PROCESSING. 3.00 points.
Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) or Python programming experience, probability theory, and linear algebra recommended. Some previous or concurrent exposure to AI and machine learning is benefici Some previous or concurrent exposure to AI or Machine Learning is recommended but not required.
Computational approaches to the analysis, understanding, and generation of natural language text at scale. Emphasis on machine learning techniques for NLP, including deep learning and large language models. Applications may include information extraction, sentiment analysis, question answering, summarization, machine translation, and conversational AI. Discussion of datasets, benchmarking and evaluation, interpretability, and ethical considerations. Due to significant overlap in content, only one of COMS 4705 or Barnard COMS 3705BC may be taken for credit.

Spring 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/11981	M W 10:10am - 11:25am 501 Schermerhorn Hall	Daniel Bauer	3.00	165/189
COMS 4705	V01/18074		Daniel Bauer	3.00	16/99

Fall 2025: COMS W4705

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4705	001/12848	M W 2:40pm - 3:55pm 501 Schermerhorn Hall	Daniel Bauer	3.00	186/189
COMS 4705	002/12849	T Th 2:40pm - 3:55pm 501 Northwest Corner	John Hewitt	3.00	165/164
COMS 4705	V01/17914		Daniel Bauer	3.00	11/99

COMS W4706 Spoken Language Processing. 3 points.
CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or 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 W4721 MACHINE LEARNING FOR DATA SCI. 3.00 points.

Spring 2025: COMS W4721

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4721	001/15963	M W 2:40pm - 3:55pm 417 International Affairs Bldg	John Paisley	3.00	129/170

COMS W4725 Knowledge representation and reasoning. 3 points.
Lect: 3. **Not offered during 2024-2025 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 I: First Principles. 3.00 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

Fall 2025: COMS W4731

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4731	001/12850	M W 5:40pm - 6:55pm 451 Computer Science Bldg	Austin Reiter	3.00	85/100

COMS W4732 Computer Vision II: Learning. 3.00 points.

Prerequisites: COMS W4731; Fundamentals of calculus, linear algebra, and Python programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course.

Advanced course in computer vision. Topics include convolutional networks and back-propagation, object and action recognition, self-supervised and few-shot learning, image synthesis and generative models, object tracking, vision and language, vision and audio, 3D representations, interpretability, and bias, ethics, and media deception

Spring 2025: COMS W4732

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4732	001/13738	T Th 10:10am - 11:25am 451 Computer Science Bldg	Carl Vondrick	3.00	106/100
COMS 4732	V01/18075		Carl Vondrick	3.00	31/99

COMS W4733 COMPUTATIONAL ASPECTS OF ROBOTICS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) and (COMS W3251 or MATH UN2010 or APMA E2101 or APMA E3101 or MATH UN2015) and (STAT GU4001 or IEOR E3658 or STAT UN1201 or MATH UN2015) Proficiency in Python or a similar programming language.

Introduction to fundamental problems and algorithms in robotics. Topics include configuration spaces, motion and sensor models, search and sampling-based planning, state estimation, localization and mapping, perception, and learning.

Fall 2025: COMS W4733

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4733	001/12851	M W 2:40pm - 3:55pm 451 Computer Science Bldg	Yunzhu Li	3.00	98/100
COMS 4733	V01/17915		Yunzhu Li	3.00	10/99

COMS W4735 VISUAL INTERFACES TO COMPUTERS. 3.00 points.

Lect: 3.

Prerequisites: (COMS W3134 or COMS W3136 or COMS W3137) COMS W3134 OR 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. 3.00 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 W4762 Machine Learning for Functional Genomics. 3 points.

Prerequisites: Proficiency in a high level programming language Python/R/Julia. An introductory machine learning class such as COMS W4771 Machine Learning will be helpful but is not required.

This course will introduce modern probabilistic machine learning methods using applications in data analysis tasks from functional genomics, where massively-parallel sequencing is used to measure the state of cells: e.g. what genes are being expressed, what regions of DNA ("chromatin") are active ("open") or bound by specific proteins.

COMS W4771 MACHINE LEARNING. 3.00 points.

Lect: 3.

Prerequisites: MATH UN1201 and MATH UN2010 and STAT UN1201 and COMS W3203 and COMS W3134 or COMS W3770 and COMS W3134

Basic statistical principles and algorithmic paradigms of supervised machine learning. Prerequisites: Multivariable calculus (e.g. MATH1201 or MATH1205 or APMA2000), linear algebra (e.g. COMS3251 or MATH2010 or MATH2015), probability (e.g. STAT1201 or STAT4001 or IEOR3658 or MATH2015), discrete math (COMS3203), and general mathematical maturity. Programming and algorithm analysis (e.g. COMS 3134). COMS 3770 optionally satisfies all math prerequisites for this course

Spring 2025: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/11982	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Nakul Verma	3.00	67/110
COMS 4771	002/11983	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Nakul Verma	3.00	54/110
COMS 4771	V01/18077		Nakul Verma	3.00	2/99

Fall 2025: COMS W4771

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4771	001/12853	T Th 1:10pm - 2:25pm 451 Computer Science Bldg	Daniel Hsu	3.00	104/110
COMS 4771	002/12854	T Th 2:40pm - 3:55pm 451 Computer Science Bldg	Daniel Hsu	3.00	97/110

COMS W4772 ADVANCED MACHINE LEARNING. 3.00 points.

Lect: 3.

Prerequisites: (COMS W4771) or COMS W4771; Instructor's permission; knowledge of linear algebra & introductory probability or statistics is required.

An exploration of advanced machine learning tools for perception and behavior learning. How can machines perceive, learn from, and classify human activity computationally? Topics include appearance-based models, principal and independent components analysis, dimensionality reduction, kernel methods, manifold learning, latent models, regression, classification, Bayesian methods, maximum entropy methods, real-time tracking, extended Kalman filters, time series prediction, hidden Markov models, factorial HMMS, input-output HMMS, Markov random fields, variational methods, dynamic Bayesian networks, and Gaussian/Dirichlet processes. Links to cognitive science

COMS W4773 Machine Learning Theory. 3 points.

Prerequisites: COMS W4771

Core topics from unsupervised learning such as clustering, dimensionality reduction and density estimation will be studied in detail. Topics in clustering: k-means clustering, hierarchical clustering, spectral clustering, clustering with various forms of feedback, good initialization techniques and convergence analysis of various clustering procedures. Topics in dimensionality reduction: linear techniques such as PCA, ICA, Factor Analysis, Random Projections, non-linear techniques such as LLE, IsoMap, Laplacian Eigenmaps, tSNE, and study of embeddings of general metric spaces, what sorts of theoretical guarantees can one provide about such techniques. Miscellaneous topics: design and analysis of data structures for fast Nearest Neighbor search such as Cover Trees and LSH. Algorithms will be implemented in either Matlab or Python.

COMS W4774 Unsupervised Learning. 3.00 points.

Prerequisites: COMS W4771 Background in probability and statistics, linear algebra, and multivariate calculus. Ability to program in a high-level language, and familiarity with basic algorithm design and coding principles

Core topics from unsupervised learning such as clustering, dimensionality reduction and density estimation will be studied in detail. Topics in clustering: k-means clustering, hierarchical clustering, spectral clustering, clustering with various forms of feedback, good initialization techniques and convergence analysis of various clustering procedures. Topics in dimensionality reduction: linear techniques such as PCA, ICA, Factor Analysis, Random Projections, non-linear techniques such as LLE, IsoMap, Laplacian Eigenmaps, tSNE, and study of embeddings of general metric spaces, what sorts of theoretical guarantees can one provide about such techniques. Miscellaneous topics: design and analysis of datastructures for fast Nearest Neighbor search such as Cover Trees and LSH. Algorithms will be implemented in either Matlab or Python.

Fall 2025: COMS W4774

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4774	001/12855	T Th 1:10pm - 2:25pm 301 Pupin Laboratories	Nakul Verma	3.00	48/110

COMS W4775 Causal Inference. 3.00 points.

Prerequisites: COMS W4771 Discrete Math, Calculus, Statistics basic probability, modeling, experimental design, Some programming experience

Causal Inference theory and applications. The theoretical topics include the 3-layer causal hierarchy, causal bayesian networks, structural learning, the identification problem and the do-calculus, linear identifiability, bounding, and counterfactual analysis. The applied part includes intersection with statistics, the empirical-data sciences (social and health), and AI and ML.

Fall 2025: COMS W4775

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4775	001/13753	M W 4:10pm - 5:25pm 750 Schapiro Cepser	Elias Bareinboim	3.00	32/60

COMS W4776 Machine Learning for Data Science. 3 points.

Lect.: 3

Prerequisites: (STAT GU4001 or IEOR E4150) and SIEO W3600 or W4150 or equivalent.

Introduction to machine learning, emphasis on data science.

Topics include least square methods, Gaussian distributions, linear classification, linear regression, maximum likelihood, exponential family distributions, Bayesian networks, Bayesian inference, mixture models, the EM algorithm, graphical models, hidden Markov models, support vector machines kernel methods. Emphasizes methods and problems relevant to big data. Students may not receive credit for both COMS W4771 and W4776.

COMS W4824 COMPUTER ARCHITECTURE. 3.00 points.**COMS W4835 COMPUTER ORGANIZATION II. 3.00 points.****COMS W4841 INTRO TO VLSI SYSTEMS. 3.00 points.****COMS W4901 Projects in Computer Science. 1-3 points.**

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 repeated for credit, but not for a total of more than 3 points of degree credit. Consult the department for section assignment.

COMS W4910 CURRICULAR PRACTICAL TRAINING. 1.00 point.**COMS W4975 Topics in Natural Language Processing. 3.00 points.**

Prerequisites: (COMS W4705)

Selected topics in Natural Language Processing. Content and prerequisites vary between sections and semesters. May be repeated for credit. Check the "topics courses" webpage on the department website for more information on each section.

COMS W4995 TOPICS IN COMPUTER SCIENCE. 3.00 points.

Lect: 3.

Selected topics in computer science. Content and prerequisites vary between sections and semesters. May be repeated for credit. Check "topics course" webpage on the department website for more information on each section

Spring 2025: COMS W4995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/11984	M W 8:40am - 9:55am 451 Computer Science Bldg	Timothy Roughgarden	3.00	51/70
COMS 4995	002/11985	T 1:10pm - 3:40pm 829 Seeley W. Mudd Building	Gary Zamchick	3.00	41/40
COMS 4995	003/11986	Th 4:10pm - 6:40pm 829 Seeley W. Mudd Building	Christian Swinehart	3.00	36/40
COMS 4995	005/13153	F 12:10pm - 2:00pm 317 Hamilton Hall	Suman Jana	3.00	3/20
COMS 4995	006/13749	M 4:10pm - 6:40pm 825 Seeley W. Mudd Building	Elias Bareinboim	3.00	20/40
COMS 4995	008/13387	M W 2:40pm - 3:55pm 633 Seeley W. Mudd Building	Jae Lee	3.00	42/60
COMS 4995	009/13388	M W 5:40pm - 6:55pm 833 Seeley W. Mudd Building	Jae Lee	3.00	98/120
COMS 4995	010/13389	M W 2:40pm - 3:55pm 233 Seeley W. Mudd Building	Corey Toler-Franklin	3.00	7/45
COMS 4995	011/13753	T Th 2:40pm - 3:55pm 501 Schermerhorn Hall	Richard Zemel	3.00	115/140
COMS 4995	012/13758	F 1:10pm - 3:40pm 545 Seeley W. Mudd Building	Yongwhan Lim	3.00	47/54
COMS 4995	013/20415	F 1:10pm - 3:40pm 829 Seeley W. Mudd Building	Gary Zamchick	3.00	39/40
COMS 4995	030/15959	T 7:00pm - 9:30pm 413 Kent Hall	Adam Kelleher	3.00	43/71
COMS 4995	031/15960	W 7:00pm - 9:30pm 142 Uris Hall	Andrei Simion	3.00	76/95
COMS 4995	032/15961	W 7:10pm - 9:40pm 501 Northwest Corner	Vijay Pappu	3.00	81/85
COMS 4995	V08/18080		Jae Lee	3.00	3/99
COMS 4995	V09/18082		Jae Lee	3.00	2/99
COMS 4995	V11/18083		Richard Zemel	3.00	19/99
COMS 4995	V12/18078		Yongwhan Lim	3.00	3/99

Fall 2025: COMS W4995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 4995	001/12856	T Th 2:40pm - 3:55pm 402 Chandler	Peter Belhumeur	3.00	123/125
COMS 4995	002/12857	T 4:10pm - 6:40pm 829 Seeley W. Mudd Building	Paul Blaer, Jason Cahill	3.00	22/40
COMS 4995	003/12858	T 10:10am - 12:40pm 233 Seeley W. Mudd Building	Daniel Rubenstein	3.00	8/30
COMS 4995	004/12859	F 10:10am - 12:40pm 337 Seeley W. Mudd Building	Bjarne Stroustrup	3.00	33/33
COMS 4995	005/12860	M W 1:10pm - 2:25pm 451 Computer Science Bldg	Stephen Edwards, Maxwell Levatic	3.00	20/70
COMS 4995	007/13183	M W 5:40pm - 6:55pm 750 Schapiro Cepser	Hans Montero	3.00	40/120
COMS 4995	008/12861	T 1:10pm - 3:40pm 644 Seeley W. Mudd Building	Gary Zamchick	3.00	39/40
COMS 4995	009/12862	M 7:00pm - 9:30pm	Yongwhan	3.00	57/100

COMS W4996 Special topics in computer science, II. 3 points.

Lect: 3. **Not offered during 2024-2025 academic year.**

Prerequisites: Instructor's permission.

A continuation of COMS W4995 when the special topic extends over two terms.

COMS W6298 Advanced Topics in Theoretical Computer Science. 3.00 points.

Selected topics in theoretical computer science (advanced level).

Content and prerequisites vary between sections and semesters.

May be repeated for credit. Check "topics courses" webpage on the department website for more information on each section

COMS W6706 Advanced Spoken Language Processing. 3.00 points.

Prerequisites: COMS W4705 or a similar course in speech or natural language processing; experience with machine learning

Applications of spoken language processing, including text-to-speech and dialogue systems. Analysis of speech and text, including entrainment, empathy, personality, emotion, humor, sarcasm, deception, trust, radicalization, and charisma.

Fall 2025: COMS W6706

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 6706	001/14088	T 4:10pm - 6:00pm 750 Schapiro Cepser	Debasmita Bhattacharya, Julia Hirschberg	3.00	73/70
COMS 6706	V01/17919		Julia Hirschberg	3.00	19/99

COMS W6975 Advanced Topics in Natural Language Processing. 3.00 points.

Prerequisites: (COMS W4705) Knowledge of deep learning methods in NLP.

Selected topics in Natural Language Processing (advanced level).

Content and prerequisites vary between sections and semesters. May be repeated for credit. Check the "topics courses" webpage on the department website for more information on each section.

Dance

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The Department of Dance Mission

The Barnard College Department of Dance, located in a world dance capital, offers an interdisciplinary program that integrates the study of dance within a liberal arts setting of intellectual and creative exploration. The major builds upon studio courses, the Department's productions at Miller Theater, New York Live Arts, and other venues, as well as a rich array of dance studies courses, allowing students' creative work to develop in dialogue with critical inquiry into the history, culture, theory and forms of western and non-western performance, typically enhanced by study in other disciplines. Students work with accomplished artists whose work enriches contemporary American dance; they also study with outstanding research scholars.

Making, thinking about, and writing about art are an essential part of the liberal arts education. For this reason, the Department of Dance offers technique courses for students of all levels of expertise, while opening its other courses to majors and non-majors alike, who may also audition for its productions. The Department partners with cultural institutions in New York City to connect students with the professional world.

Student Learning Outcomes

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.

Programs of Study

Major (p. 261)

Minor (p. 261)

Concentration (only for students who entered Columbia College in or before the 2023-2024 academic year) (p. 261)

Student Advising

Advising Resources

- Newly declared or prospective dance majors and minors should consult with the Dance Department Chair.
- Sign up for the Dance Department Listserv by contacting dance@barnard.edu
- The Dance Department holds 2 program planning meetings a year (one in the fall and one in the spring).

Enrolling in Courses

Technique class levels are confirmed during the shopping period. You must attend the first 2 classes.

Rehearsal and Performance DNCE BC 3601- DNCE BC 3607 requires an audition usually scheduled for the first week of classes.

Transfer Credit

- When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor.
- Transfer students should send their transcripts to the Dance Department Chair for credit evaluation.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward your major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or departmental representative.

Senior Capstone Project

Senior Seminar (DNCE BC3591) is the capstone experience of your years of study as a dance major. It is probably the most challenging course you will take in the Department, because for so much of the time you will be working on your own, and because the thesis is probably the longest and most complex piece of analytical writing that you will undertake in college. No matter what your area of interest, you need to come up with a topic, create a bibliography, develop an original thesis, conduct in-depth research, and build a convincing argument in support of your claims. This is not a project that you can do overnight. By the same token, it is one that will stand you in good stead even if you never write another word about your topic. The process of conceptualizing, researching, writing, and revising a thesis – and the skills all this entails – will carry over into realms of activity very far from dance.

Senior Project: Repertory for Dance (DNCE BC 3593) is the culminating experience of your major work and is based on research, investigation, interpretation, and the creative synthesis of movement. As with Senior Seminar, there will be a good amount of time in which you are working on your own, whether it is creating the movement language and managing your rehearsal schedule (including studio space requests to the Technical Director), attending to the music-sound needs of your work with the Music Director, exploring multi-media possibilities, or creating/recreating/staging choreography or designing/resourcing costumes for your work. Students will work on their own creative project as well as offering support for each other's work throughout the semester.

Chair: Colleen Thomas-Young (Professor of Professional Practice in Dance)

Professor: Paul A. Scolieri

Assistant Professor: Seth Williams

Associate Professors of Professional Practice in Dance: Gabri Christa, Marjorie Folkman

Senior Associate: Katie Glasner

Term Lecturer: Caroline Fermin

Term Associate: Vincent McCloskey

Adjunct Professor: Uttara Coorlawala

Adjunct Lecturers: Cynthia Anderson, Jennifer Archibald, Ehizoje Azeke, Rebecca Bliss, Lisa Boudreau, Siobhan Burke, Maguette Camara, Antonio Carmena, Uttara Coorlawala, Francesca Dominguez, Dormeshia, Nicole Duffy, Allison Easter, Tamisha Guy, Chisa Hidaka, Jodi Melnick, Bo Park, Juan Rodriguez, Carol Teitelbaum, Nelida Tirado, Caitlin Trainor, Ashley Tuttle

Major in Dance

Majors must complete eleven academic courses (six required, five elective) and a minimum of eight 2-point technique courses (minimum 50 credits). All majors write a senior thesis as part of their coursework.

The required courses for the major in dance are distributed as follows:

Dance History

The following two courses in Dance History must be completed before the fall of the senior year:

DNCE BC2565	WORLD DANCE HISTORY
DNCE BC3001	HISTORY OF THEATRICAL DANCING

Movement Science

Select one or more of the following:

DNCE BC2562	MOVEMENT ANALYSIS

ANAT BC2573	HUMAN ANATOMY AND MOVEMENT
DNCE BC3144	Coding Choreography

Composition

One course in Composition must be completed before the fall of the senior year.

DNCE BC2563	DANCE COMPOSITION: FORM
DNCE BC2564	DANCE COMPOSITION: CONTENT
DNCE BC3560	SCREENDANCE:COMPOSITION
DNCE BC3565	Composition: Collaboration and the Creative Process
DNCE BC3566	Composition: Site Specific and Experimental Methods

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:

DNCE BC3591	SENIOR SEMINAR	
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:		3-4
DNCE BC3592	Senior Project: Research for Dance	
DNCE BC3593	SR PROJECT:REPERTORY FOR DANCE	

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.

History/Criticism:	
DNCE BC2570	DANCE IN NEW YORK CITY
DNCE BC3000	From Page to Stage: Interactions of Literature and Choreography
DNCE BC3002	Choreographing Race in America
DNCE BC3200	DANCE IN FILM
DNCE BC3240	SEEING THE BODY
DNCE BC3550	Dance in Africa
DNCE BC3567	DANCES OF INDIA
DNCE BC3576	DANCE CRITICISM
DNCE BC3585	DEVISING IMMERSIVE PERFORMANCE
DNCE BC3800	Dismantling Racism/Decolonizing Dance
DNCE BC3984	Digital Performance
Studio/Performance:	
DNCE BC2567	MUSIC FOR DANCE
DNCE BC3340	Dance/Music Improvisation: Critical Practices in Negotiation, Embodiment, and Freedom
DNCE BC3601 & DNCE BC3604	REHEARSAL # PERFRMNC IN DANCE and REHEARSAL#PERFRMNC IN DANCE

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

Senior Work

All dance majors must complete two semesters of senior work. DNCE BC3591 SENIOR SEMINAR 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 SR 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.

Barnard College Minor in Dance

Five courses constitute a minor in dance. Normally, two history/criticism and three credit-bearing performance/choreography courses are taken. (Note: 2-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.

Columbia College Minor in Dance

Five courses
1 Dance Studies (either World Dance or History of Theatrical Dancing)
1 Composition (either Form or Content)
3 Electives (Choose any 3- and 4 -point courses from among offerings in Dance Studies, Composition, Movement Science, and Rehearsal & Performance)

Concentration in Dance

Note: Only for students who entered Columbia College on or before the 2023-2024 academic year)
The concentration in dance is identical to the major except that only two electives are required.

For the major requirements, please see above.

Overview of Concentration Requirements (8 total, plus 8 technique classes)

- 1 Movement Science
- 1 Composition
- 2 History
- 1 Senior Seminar
- 1 Senior Project (Research in Dance or Repertory for Dance)
- 2 Electives
- 8 Technique Classes

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:

1. Two of the following history/criticism courses:

DNCE BC2565	WORLD DANCE HISTORY
DNCE BC2570	DANCE IN NEW YORK CITY
DNCE BC3000	From Page to Stage: Interactions of Literature and Choreography
DNCE BC3001	HISTORY OF THEATRICAL DANCING
DNCE BC3002	Choreographing Race in America
DNCE BC3200	DANCE IN FILM
DNCE BC3240	SEEING THE BODY
DNCE BC3550	Dance in Africa
DNCE BC3567	DANCES OF INDIA
DNCE BC3576	DANCE CRITICISM
DNCE BC3585	DEVISING IMMERSIVE PERFORMANCE
DNCE BC3800	Dismantling Racism/Decolonizing Dance
DNCE BC3984	Digital Performance

2. Two of the following performance/choreography courses:

DNCE BC2563	DANCE COMPOSITION: FORM
DNCE BC2564	DANCE COMPOSITION: CONTENT
DNCE BC2567	MUSIC FOR DANCE
DNCE BC3340	Dance/Music Improvisation: Critical Practices in Negotiation, Embodiment, and Freedom
DNCE BC3601	REHEARSAL # PERFRMNC IN DANCE
DNCE BC3602	Rehearsal and Performance in Dance
DNCE BC3603	Rehearsal and Performance in Dance
DNCE BC3604	REHEARSAL#PERFRMNC IN DANCE
DNCE BC3605	REHEARSAL#PERFRMNC IN DANCE
DNCE BC3607	Rehearsal and Performance in Dance

3. One elective (Choose any 3- or 4-point course from offerings in Dance Studies, Composition, Movement Science, and Rehearsal & Performance)

Dance Courses

DNCE BC1135 BALLET I. 2.00 points.

This course is designed for the absolute beginner or the student returning to ballet class after a lengthy hiatus and is intended to familiarize the student with the classical ballet terminology, to foster independence in this particular vocabulary, to introduce the historical context of the Western art form and conventions of a ballet class. Learning the physical practice of this centuries-old craft will give the student basic classical ballet terminology as well as gaining an anatomical understanding of the body

Fall 2025: DNCE BC1135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1135	001/00520	M W 9:00am - 10:00am LI013 Barnard Hall	Kate Glasner	2.00	28/30
DNCE 1135	002/00521	T Th 9:00am - 10:00am 306 Barnard Hall	Marjorie Folkman	2.00	25/26
DNCE 1135	003/00523	M W 10:10am - 11:25am 110 Barnard Hall	Vincent McCloskey	2.00	20/20

DNCE BC1136 BALLET I. 2.00 points.

This course is designed for the absolute beginner or the student returning to ballet class after a lengthy hiatus and is intended to familiarize the student with the classical ballet terminology, to foster independence in this particular vocabulary, to introduce the historical context of the Western art form and conventions of a ballet class. Learning the physical practice of this centuries-old craft will give the student basic classical ballet terminology as well as gaining an anatomical understanding of the body

Spring 2025: DNCE BC1136

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1136	001/00265	M W 10:10am - 11:25am LI013 Barnard Hall	Vincent McCloskey	2.00	28/30
DNCE 1136	002/00267	T Th 9:00am - 10:00am 305 Barnard Hall	Marjorie Folkman	2.00	47/50
DNCE 1136	003/00268	F 9:00am - 10:50am LI013 Barnard Hall	Vincent McCloskey	2.00	28/30

DNCE BC1137 BALLET II. 2.00 points.

Ballet II

Fall 2025: DNCE BC1137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1137	001/00524	M W 10:10am - 11:25am LI013 Barnard Hall	Kate Glasner	2.00	18/30
DNCE 1137	002/00526	T Th 11:40am - 12:55pm LI013 Barnard Hall	Marjorie Folkman	2.00	20/30
DNCE 1137	003/00527	F 1:00pm - 2:50pm 110 Barnard Hall	Juan Rodriguez	2.00	19/20

DNCE BC1138 BALLET II. 2.00 points.

This course is designed for the student with prior beginning ballet study, knowledge of the basic ballet vocabulary and the ability to process a combination with relative proficiency. During this semester you will be introduced to an expanded vocabulary, with focused attention will increase your technical ability, work with dynamics and speed, may work with a partner to analyze a movement combination or may be asked to produce and present a combination in class

Spring 2025: DNCE BC1138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1138	001/00269	T Th 10:10am - 11:25am LI013 Barnard Hall	Kate Glasner	2.00	26/33
DNCE 1138	002/00270	F 1:00pm - 2:50pm 306 Barnard Hall	Juan Rodriguez	2.00	16/15

DNCE BC1250 HIP HOP DANCE # CULTURE I. 2.00 points.

This course introduces students to urban dance styles, focusing on the 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

Spring 2025: DNCE BC1250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1250	001/00272	M W 11:40am - 12:50pm 305 Barnard Hall	Jennifer Archibald	2.00	23/40

Fall 2025: DNCE BC1250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1250	001/00528	M W 11:40am - 12:55pm 305 Barnard Hall	Kelly Peters	2.00	47/50

DNCE BC1330 MODERN I. 2.00 points.

This course is designed for movers with little or no experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance. Love of dance is not a prerequisite, but is definitely a goal

Fall 2025: DNCE BC1330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1330	001/00529	M W 11:40am - 12:55pm LI013 Barnard Hall	Caitlin Trainor	2.00	22/30
DNCE 1330	002/00530	T Th 2:40pm - 3:55pm 306 Barnard Hall	Caroline Fermin	2.00	16/15
DNCE 1330	003/00531	F 11:00am - 12:50pm LI013 Barnard Hall	Vincent McCloskey	2.00	28/30

DNCE BC1331 MODERN I. 2.00 points.

This course is designed for movers with little or no experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance

Spring 2025: DNCE BC1331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1331	001/00281	M W 9:00am - 10:00am 305 Barnard Hall	Caroline Fermin	2.00	31/40
DNCE 1331	002/00283	F 11:00am - 12:50pm LI013 Barnard Hall	Vincent McCloskey	2.00	29/30

DNCE BC1332 MODERN II. 2.00 points.

This course is designed for movers with some experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance. Love of dance is not a prerequisite, but is definitely a goal

Fall 2025: DNCE BC1332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1332	001/00532	M W 9:00am - 10:00am 305 Barnard Hall	Caroline Fermin	2.00	31/40
DNCE 1332	002/00533	M W 1:10pm - 2:25pm LI013 Barnard Hall	Caitlin Trainor	2.00	15/30

DNCE BC1333 MODERN II. 2.00 points.

This course is designed for movers with some experience with dance, or who are unfamiliar with modern dance styles. It is intended to introduce modern dance techniques, terminology, and historical context, as well as improve anatomical and spatial awareness, and foster physical confidence moving to music. Students of this course will also cultivate comfort with watching, interpreting, and discussing modern dance

Spring 2025: DNCE BC1333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1333	001/00288	M W 1:10pm - 2:25pm LI013 Barnard Hall	Caitlin Trainor	2.00	20/30
DNCE 1333	002/00291	T Th 11:40am - 12:55pm LI013 Barnard Hall	Marjorie Folkman	2.00	23/30
DNCE 1333	003/00878	M W 9:00am - 10:00am 110 Barnard Hall	Catherine Haber	2.00	17/20

DNCE BC1445 TAP I. 2.00 points.

Tap I is a beginning level tap class for students with some previous dance or movement experience. We will cover basic tap technique, proper use of the body to enhance sound quality and style, a variety of music styles and structures, and improvisation

Fall 2025: DNCE BC1445

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 1445	001/00534	M W 2:40pm - 3:55pm 110 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	27/30

DNCE BC1446 TAP I. 0.00-1.00 points.

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. 2.00 points.

This course is designed for intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet III should have completed two semesters of Ballet II or its equivalent, or one semester of Ballet III or its equivalent, and have a firm mental and physical understanding of barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, frappé, and grand battement), as well as general center concepts such as adagio, waltz, pirouettes, and petit allegro (including changement, glissade, jeté, and assemblé). This is a graded, semester long, two credit course

Fall 2025: DNCE BC2137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2137	001/00535	M W 2:40pm - 3:55pm 305 Barnard Hall	Cynthia Anderson	2.00	17/40
DNCE 2137	002/00536	T Th 10:10am - 11:25am LI013 Barnard Hall	Antonio Carmena	2.00	18/35
DNCE 2137	003/00537	F 9:00am - 10:50am LI013 Barnard Hall	Vincent McCloskey	2.00	16/30

DNCE BC2138 BALLET III. 2.00 points.

This course is designed for intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet III should have completed two semesters of Ballet II or its equivalent, or one semester of Ballet III or its equivalent, and have a firm mental and physical understanding of barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, frappé, and grand battement), as well as general center concepts such as adagio, waltz, pirouettes, and petit allegro (including changement, glissade, jeté, and assemblé). This is a graded, semester long, two credit course

Spring 2025: DNCE BC2138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2138	001/00295	M W 8:40am - 9:55am LI013 Barnard Hall	Vincent McCloskey	2.00	27/30

DNCE BC2139 BALLET IV. 2.00 points.

This course is designed for advanced intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet IV should have completed two semesters of Ballet III or its equivalent, or one semester of Ballet IV or its equivalent, and have a firm mental and physical understanding of ballet technical exercises. These include all barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, battement frappé, and grand battement), as well as center exercises including adagio, waltz, pirouettes, petit allegro, and grand allegro. Focus of this class will be on how to practice ballet safely, efficiently, musically, and joyfully. This is a graded, semester long, two credit course. This class is offered in person only, and no remote learning option will be available

Fall 2025: DNCE BC2139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2139	001/00538	M W 8:40am - 9:55am 110 Barnard Hall	Vincent McCloskey	2.00	20/20
DNCE 2139	002/00539	F 11:00am - 12:50pm 305 Barnard Hall	Juan Rodriguez	2.00	23/40

DNCE BC2140 BALLET IV. 2.00 points.

This course is designed for advanced intermediate dancers who are interested in maintaining their established ballet technique as well as advancing their knowledge and familiarity with the classical vocabulary. Students of Ballet IV should have completed two semesters of Ballet III or its equivalent, or one semester of Ballet IV or its equivalent, and have a firm mental and physical understanding of ballet technical exercises. These include all barre exercises (plié, battement tendu, battement dégagé, rond de jambe à terre, battement fondu, battement frappé, and grand battement), as well as center exercises including adagio, waltz, pirouettes, petit allegro, and grand allegro. Focus of this class will be on how to practice ballet safely, efficiently, musically, and joyfully

Spring 2025: DNCE BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2140	001/00296	M W 2:40pm - 3:55pm LI013 Barnard Hall	Cynthia Anderson	2.00	12/30
DNCE 2140	002/00297	F 11:00am - 12:50pm 305 Barnard Hall	Juan Rodriguez	2.00	40/40

DNCE BC2248 JAZZ DANCE II. 2.00 points.

This class explores contemporary jazz movement using music from both American and Diasporic pop culture. Students can expect to work on technique, performance, groove, musicality, and retention of choreography (additional emphasis on story-telling). There will be opportunities for discussions of professional development pertaining to navigating a career in dance (auditioning, submissions, agencies/representation, etc) on evaluation days

Fall 2025: DNCE BC2248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2248	001/00540	M W 2:40pm - 3:55pm 306 Barnard Hall	Ehizoje Azeke	2.00	15/20

DNCE BC2249 JAZZ DANCE II. 2.00 points.

In This JAZZ II Level Course, You will develop a solid understanding within your body that demonstrates advanced fundamentals, rhythm, technique, connectivity and phrasing necessary to communicate each movement. You will learn new phrases and dynamic material while continuously applying technical information. We will delve deeper into technique preparing your body to perform more efficiently and effectively at a higher rate while reducing the risk of injury.

Prerequisites: DNCE BC1247, BC1248 or permission of instructor

Spring 2025: DNCE BC2249

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2249	001/00299	M W 2:40pm - 3:55pm 306 Barnard Hall	Ehizoje Azeke	2.00	17/20

DNCE BC2252 AFRICAN DANCE I. 2.00 points.

In West Africa, dance is part of daily life. It is used to mark occasions such a birth, death, harvest, and marriage. It is also used to unite the community in times of crisis. West African dance is not as much a strict technique as it is a movement coming from the spirit and the rhythm of the drum and the energy of the people. While there are certain steps that go with specific rhythms, it leaves space for the individual interpretation and improvisations which is an important element. Dancing is more about the communication between dancer and drummer. The movement of West African dance tends to be energetic and big. It is very expressive, and the energy is outward. Some African dance steps are taken directly from daily activities such as planting or hunting. Most, however, are an expression of joy or release of the spirit. Dancing is done by communicating with a drummer to create positive energy. It is a way to enjoy oneself and each other. In African dance, the name of the dance is the same as the name of the rhythm played by the drummer. The individual steps that make up the dance do not have names. In this course, we are going to be learning various West African dances such as Sikko, Socco, Kuku, Mandiany, Farakoroba, Sunu, Soli, Lamba, Mandjo, Diambadong, Doundounba, Kaolask, Thieboudjeune, Niarry—gorong, Ekongkong, Wolossodong, Zaouly, Ngorong, Niakka, Maraka, Djansa and Lengeng/Kutiro

Spring 2025: DNCE BC2252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2252	001/00300	T Th 10:00am - 10:50am 110 Barnard Hall	Maguette Camara	2.00	32/34

Fall 2025: DNCE BC2252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2252	001/00543	T Th 10:00am - 10:50am 110 Barnard Hall	Maguette Camara	2.00	15/25
DNCE 2252	002/00544	T Th 11:40am - 12:55pm 110 Barnard Hall	Maguette Camara	2.00	23/25

DNCE BC2253 AFRICAN DANCE II. 2.00 points.

Prerequisites: DNCE BC2252 or permission of instructor. In West Africa, dance is part of daily life. It is used to mark occasions such a birth, death, harvest, and marriage. It is also used to unite the community in times of crisis. West African dance is not as much a strict technique as it is a movement coming from the spirit and the rhythm of the drum and the energy of the people. While there are certain steps that go with specific rhythms, it leaves space for the individual interpretation and improvisations which is an important element. Dancing is more about the communication between dancer and drummer. The movement of West African dance tends to be energetic and big. It is very expressive, and the energy is outward. Some African dance steps are taken directly from daily activities such as planting or hunting. Most, however, are an expression of joy or release of the spirit. Dancing is done by communicating with a drummer to create positive energy. It is a way to enjoy oneself and each other. In African dance, the name of the dance is the same as the name of the rhythm played by the drummer. The individual steps that make up the dance do not have names. In this course, we are going to be learning various West African dances such as Sikko, Socco, Kuku, Mandiany, Farakoroba, Sunu, Soli, Lamba, Mandjo, Diambadong, Doundounba, Kaolask, Thieboudjeune, Niarry—gorong, Ekongkong, Wolossodong, Zaouly, Ngorong, Niakka, Maraka, Djansa and Lengeng/Kutiro

Spring 2025: DNCE BC2253

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2253	001/00301	T Th 9:00am - 9:50am 110 Barnard Hall	Maguette Camara	2.00	23/29

Fall 2025: DNCE BC2253

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2253	001/00545	T Th 9:00am - 9:50am 110 Barnard Hall	Maguette Camara	2.00	12/25

DNCE BC2254 INDIAN DANCE: BHARATANATYAM. 2.00 points.

Bharatanatyam is typically studied as a theater dance form, and as a spiritual practice. In this class, traditional and contemporary teaching approaches are combined to introduce the participant to an overview of technical and performative aspects of the form. An example of the adjusted structure of the classes is that we begin each class with hatha yoga based stretches and dance warm ups that specifically target the kind of joint articulation that the form presupposes. We focus on the basic stance, the ardhha-mandi, along with the technique of stamping as exemplified in the series of adavu, (basic combinations of hand, foot and rhythmic movement.) Following the progressive difficulty of the adavu system itself, more challenging combinations of hand and footwork will be introduced. Head and eye techniques will be introduced first in isolation then in combination. The last stage of this class involves learning a short abstract dance to music especially pre-recorded for a particular version of a dance genre and adjusted for difficulty level. This is in order to experience how the parts of the technique are integrated and to experience the state of performing. Students will be invited to perform at informal showings

Fall 2025: DNCE BC2254

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2254	001/00546	M W 2:40pm - 3:55pm LI013 Barnard Hall	Uttara Coorlawala	2.00	12/30

DNCE BC2255 AFRO-CUBAN DANCE. 2.00 points.

This course introduces students to the African-based dances of Cuba, including dances for the Orisha, Rumba, and the immensely joyful “Rueda de Casino” style of Salsa. In addition to learning rhythms, songs, and dances, we will have an ongoing, informal discussion about the historical and contemporary significance of Afro-Cuban dance performance, making connections to personal experience through practice and ongoing reflection. We engage Afro-Cuban music and dance as a living and evolving tradition, where culture, artistry, and history are intimately bound

Spring 2025: DNCE BC2255

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2255	001/00302	F 3:00pm - 5:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	42/40

Fall 2025: DNCE BC2255

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2255	001/00547	F 3:00pm - 5:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	36/40

DNCE BC2256 Advanced Explorations in AfroCuban Dance. 2.00 points.

An upper-level exploration of Afro-Cuban Dance focused on performance. Building on the foundation of Afro-Cuban Dance: Orisha, Rumba, Salsa, this course is a deeper dive into aesthetic principles, cultural themes, and improvisation as performance in the African dance context. Students explore multiple distinct dances and learn to engage the storytelling and cultural significance of each dance through improvisation with the drums. The course culminates with final, in-class presentations. Open to experienced movers and students who have completed Afro-Cuban Dance: Orisha, Rumba, Salsa. Permission of instructor required

Spring 2025: DNCE BC2256

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2256	001/00305	F 1:00pm - 3:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	23/30

Fall 2025: DNCE BC2256

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2256	001/00548	F 1:00pm - 3:00pm LI013 Barnard Hall	Rebecca Bliss	2.00	16/30

DNCE BC2260 HIP HOP DANCE # CULTURE III (ADVANCED). 2.00 points.

Advanced technique and repertory in hip hop. 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

Spring 2025: DNCE BC2260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2260	001/00307	T Th 4:10pm - 5:25pm 110 Barnard Hall	Bo Park	2.00	17/24

Fall 2025: DNCE BC2260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2260	001/00550	T Th 4:10pm - 5:25pm 110 Barnard Hall	Bo Park	2.00	25/26

DNCE BC2332 MODERN III. 2.00 points.

Modern III continues training in contemporary/modern technique for the beginning-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer's physical and intellectual understanding of articulation, phrasing, dynamics, performance and focus. Our class will incorporate relevant principals from classical modern techniques along with contemporary aesthetics, improvisation and reflection. Our class aims to create a space that is in support of your artistic development, aesthetic fluency, and creative explorations as a dancer

Fall 2025: DNCE BC2332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2332	001/00551	T Th 10:10am - 11:25am 306 Barnard Hall	Tamisha Guy	2.00	8/15
DNCE 2332	002/00553	M W 11:40am - 12:55pm 110 Barnard Hall	Francesca Dominguez	2.00	11/20

DNCE BC2333 MODERN III. 2.00 points.

Modern III continues training in contemporary/modern technique for the beginning-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer's physical and intellectual understanding of articulation, phrasing, dynamics, performance and focus. Our class will incorporate relevant principals from classical modern techniques along with contemporary aesthetics, improvisation and reflection. Our class aims to create a space that is in support of your artistic development, aesthetic fluency, and creative explorations as a dancer. Prerequisites: Intermediate experience in ballet and/or contemporary modern

Spring 2025: DNCE BC2333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2333	001/00308	M W 10:10am - 11:25am 305 Barnard Hall	Caroline Fermin	2.00	10/40
DNCE 2333	002/00309	T Th 1:10pm - 2:25pm 110 Barnard Hall	Tamisha Guy	2.00	18/24

DNCE BC2334 MODERN IV. 2.00 points.

Modern IV is a contemporary technique class for the intermediate to advanced-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer's physical and intellectual understanding of articulation, phrasing, dynamics, performance, and focus. Our class will incorporate relevant principles from classical modern techniques with contemporary aesthetics, improvisation, and reflection. Our class aims to create a space that is in support of your technical and aesthetic development as a dancing practitioner, performer, and creator

Fall 2025: DNCE BC2334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2334	001/00556	T Th 1:10pm - 2:25pm 110 Barnard Hall	Caroline Fermin	2.00	6/20
DNCE 2334	002/00554	F 1:00pm - 2:50pm 305 Barnard Hall	Jodi Melnick	2.00	14/40

DNCE BC2335 MODERN IV. 2.00 points.

Modern IV is a contemporary technique class for the intermediate to advanced-intermediate level dancer, emphasizing alignment and musicality while expanding on the dancer's physical and intellectual understanding of articulation, phrasing, dynamics, performance, and focus. Our class will incorporate relevant principles from classical modern techniques with contemporary aesthetics, improvisation, and reflection

Spring 2025: DNCE BC2335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2335	001/00310	M W 11:40am - 12:55pm LI013 Barnard Hall	Francesca Dominguez	2.00	9/30
DNCE 2335	002/00311	F 1:00pm - 2:50pm 305 Barnard Hall	Jodi Melnick	2.00	18/40

DNCE BC2340 Contemporary Caribbean Dance. 2.00 points.

Course Description: This intermediate Contemporary Caribbean Dance class draws from different Caribbean dance styles. This Caribbean fusion class explains different cultural dances, focusing on African Diaspora principles and practices such as syncopation in body and in music. Based on many of the dance of the Caribbean Islands, students learn to identify dances and rhythms that draw from traditions, such as Arara, Palo, Salsa, Rumba, Tambu, Tumba, Merengue, Reaggaton, Cha Cha Cha, Zouk and Afro Dance, as well as more contemporary styles such as "Technica Cubana" and learn to apply them in contemporary combinations. The course is designed for students who have some dance training and are looking to widen their understanding of different dances and learn to use different body parts that are not traditionally used in modern dance but are recognizable in Jazz, hip hop and current offerings in popular

Spring 2025: DNCE BC2340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2340	001/00315	M W 2:40pm - 3:55pm 305 Barnard Hall	Gabri Christa	2.00	30/40

Fall 2025: DNCE BC2340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2340	001/00557	T Th 2:40pm - 3:55pm 305 Barnard Hall	Gabri Christa	2.00	20/30

DNCE BC2447 TAP II. 2.00 points.

Tap II is an intermediate level tap class for students who have at least 2 years of tap dance training. We will cover tap technique, proper use of the body to enhance sound quality and style, a variety of musical genres and structures, classic tap dance routines, and improvisation. The prerequisite for Intermediate Level Tap is previous experience in intermediate level tap classes. Students on this level are assumed to have mastered tap basics, be comfortable with intermediate level technique, and must be ready to learn at a slightly accelerated pace

Spring 2025: DNCE BC2447

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2447	001/00316	M W 2:40pm - 3:55pm 110 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	22/24

Fall 2025: DNCE BC2447

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2447	001/00846	M W 4:10pm - 5:25pm 11 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	10/24

DNCE BC2452 PILATES FOR DANCERS. 2.00 points.

Pilates for Dancers is a full-body, low impact exercise class based on the work of Joseph Pilates, including movement concepts from Rudolf von Laban and Irmgard Bartenieff. We'll work on a yoga or Pilates mat doing exercises and movement sequences that build strength, flexibility, coordination and clarity in the body. The class is suitable for dancers, athletes and movement enthusiasts. A Pilates ring is highly recommended. A limited number of Pilates rings will be available in class. This course may not be appropriate for those with spine, neck, and shoulder injuries. If you have any of these types of injuries, kindly present a doctor's note clearing you for participation in the class

Spring 2025: DNCE BC2452

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2452	001/00319	T Th 1:10pm - 2:25pm 305 Barnard Hall	Allison Easter	2.00	28/30

Fall 2025: DNCE BC2452

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2452	001/00558	T Th 1:10pm - 2:25pm 305 Barnard Hall	Allison Easter	2.00	27/30

DNCE BC2455 FELDENKRAIS FOR DANCERS. 2.00 points.

Through guided practice-based lessons in Awareness Through Movement® (ATM), students develop sensory awareness of habitual neuromuscular patterns resulting in increased movement efficiency, improved skill acquisition, and greater strength, coordination, and flexibility. Applicable to all dance styles and activities

Spring 2025: DNCE BC2455

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2455	001/00320	T Th 2:40pm - 3:55pm LI013 Barnard Hall	Carol Teitelbaum	2.00	17/30

Fall 2025: DNCE BC2455

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2455	001/00559	T Th 2:40pm - 3:55pm LI013 Barnard Hall	Carol Teitelbaum	2.00	7/25

DNCE BC2456 Moving with the Voice. 2.00 points.

Moving with the Voice is an interdisciplinary creative exploration using the voice, improvised and created music, dance, and theater. Students will explore extended vocal techniques, gesture, character and musical structures (e.g. hockets, rounds, rhythms, deconstructions) within both a solo and ensemble framework, composing their own soundscapes and creating their own voice/movement/theater work through improvisation and in-class assignments. Certain assignments will be inspired by the work of Meredith Monk or the percussion show Stomp. Open to all levels of experience. A willingness to sing is required

Spring 2025: DNCE BC2456

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2456	001/00323	T Th 2:40pm - 3:55pm 110 Barnard Hall	Allison Easter	2.00	16/24

Fall 2025: DNCE BC2456

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2456	001/00560	T Th 2:40pm - 3:55pm 110 Barnard Hall	Allison Easter	2.00	4/24

DNCE BC2563 DANCE COMPOSITION: FORM. 3.00 points.

An exploration of choreography that employs text, song, vocal work, narrative and principles of artistic direction in solo and group contexts

Spring 2025: DNCE BC2563

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2563	001/00328	M W 1:10pm - 2:25pm 305 Barnard Hall	Gabri Christa	3.00	19/25

DNCE BC2564 DANCE COMPOSITION: CONTENT. 3.00 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

Fall 2025: DNCE BC2564

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2564	001/00562	T Th 11:40am - 12:55pm 305 Barnard Hall		3.00	19/20

DNCE BC2565 WORLD DANCE HISTORY. 3.00 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 2025: DNCE BC2565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/00331	T Th 11:40am - 12:55pm 323 Milbank Hall	Seth Williams	3.00	39/42

DNCE BC2567 MUSIC FOR DANCE. 3.00 points.

Prerequisites: Previous dance experience is necessary, a comp course in the dpt is preferred, permission of instructor This course covers basic music theory, ear training, and literature, incorporating practical exercises in which students apply musical understanding to compositional and performative modalities of movement. Students will investigate the elements of music that drive dance, the expressive influence dance can have on music, and the vital reciprocity between both activities. Emphasis will be placed on an historical survey and analysis of western musical forms from the Middle Ages to the present as well as influential music from other cultures, expanding students' awareness of the aural characteristics of a variety of musical styles while giving historical context and critical perspective on contemporary popular styles. In addition to lectures and reading requirements, the course involves listening assignments and in-class exercises structured to develop basic musical literacy and skills. Students will be introduced to multiple approaches to listening and to creating music through a combination of studio practice, theoretical study and analysis. Exploration of musicality as perceived by performer and audience will be covered, as well as learning conventional music terminology

Fall 2025: DNCE BC2567

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2567	001/00565	T Th 11:40am - 12:55pm 306 Barnard Hall	Robert Boston	3.00	3/20

ANAT BC2573 HUMAN ANATOMY AND MOVEMENT. 3.00 points.

Corequisites: ANAT BC2574

Corequisites: ANAT 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

Fall 2025: ANAT BC2573

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANAT 2573	001/00517	M W 10:10am - 11:25am LI020 Milstein Center	Chisa Hidaka	3.00	20/20
ANAT 2573	002/00519	M W 11:40am - 12:55pm LI020 Milstein Center	Chisa Hidaka	3.00	20/20

DNCE BC3001 HISTORY OF THEATRICAL DANCING. 3.00 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 2025: DNCE BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/00566	T Th 2:40pm - 3:55pm 202 Milbank Hall	Seth Williams	3.00	24/25

DNCE BC3138 BALLET V. 2.00 points.

This course is for the intermediate advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro. You may be assigned the construction and presentation of exercises, which will be explained in detail further into the semester

Fall 2025: DNCE BC3138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3138	001/00567	M W 4:10pm - 5:25pm 305 Barnard Hall	Cynthia Anderson	2.00	14/40
DNCE 3138	002/00568	T Th 4:10pm - 5:25pm LI013 Barnard Hall	Unity Phelan	2.00	27/36

DNCE BC3139 BALLET V. 2.00 points.

This course is for the intermediate advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro

Spring 2025: DNCE BC3139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3139	001/00335	M W 4:10pm - 5:25pm LI013 Barnard Hall	Cynthia Anderson	2.00	15/30
DNCE 3139	002/00336	T Th 8:40am - 9:55am LI013 Barnard Hall	Kate Glasner	2.00	16/30

DNCE BC3140 BALLET VI. 2.00 points.

This course is for the intermediate advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro. You may be assigned the construction and presentation of exercises, which will be explained in detail further into the semester. You will be assigned a grading exercise at the end of the shopping period and will get written observations from me

Fall 2025: DNCE BC3140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3140	001/00569	T Th 8:40am - 9:55am 305 Barnard Hall	Antonio Carmena	2.00	19/30
DNCE 3140	002/00570	F 9:00am - 10:50am 305 Barnard Hall	Ashley Tuttle	2.00	24/40

DNCE BC3141 BALLET VI. 2.00 points.

This course is for the advanced dancer. Material presented will focus on healthy anatomical alignment in barre work, extended combinations in the center, fostering personal artistic expression, and integrating improvisation in combinations with the ballet vocabulary. Clarification, analysis and repetition are fundamental elements for a sound technique of any dancer and are the foundation of this course. Center work will include attention to shaping adagio work, multiple turns in the large poses, batterie, and extended grand allegro

Spring 2025: DNCE BC3141

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3141	001/00337	T Th 4:10pm - 5:25pm LI013 Barnard Hall	Antonio Carmena	2.00	29/30
DNCE 3141	002/00338	F 9:00am - 10:50am 305 Barnard Hall	Ashley Tuttle	2.00	21/40

DNCE BC3143 CLASSIC VARIATIONS. 2.00 points.

Variations class is a course for the intermediate to advanced dancer. As in all other ballet classes, there will be a focus on correct physical alignment, proper technique and musicality. The added challenges in this course will be the pointe shoe technique, creative choreographic choices, and musical phrasing. The class will include variations based on works ranging from Petipa to Balanchine to today's choreographers. Dancers will explore personalizing already known works, pushing the boundaries of the pointe shoe, examining how choreography has evolved and developing the stamina required to execute a full variation. Learning material rapidly while paying attention to the stylistic demands of each choreographer's works and being able to shift from one stylistic choice to another is simply expected

DNCE BC3248 JAZZ DANCE III. 2.00 points.

This class explores Advanced contemporary jazz movement using music from both American and Diasporic pop culture

Fall 2025: DNCE BC3248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3248	001/00574	M W 1:10pm - 2:25pm 305 Barnard Hall	Ehizoje Azeke	2.00	12/25

DNCE BC3250 FLAMENCO. 2.00 points.

Prerequisites: DNCE BC1137x, BC1138y, BC1332x, BC1333y, or Permission of instructor. Intermediate level in modern or ballet technique is required.

The study of contemporary flamenco dance technique with special emphasis on improvisation and performance. Through video and reading assignments and attendance at live performances, students will also develop a context for understanding flamenco art, pedagogy, and culture

Spring 2025: DNCE BC3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3250	001/00345	F 11:00am - 12:50pm 110 Barnard Hall	Nelida Tirado	2.00	22/24

Fall 2025: DNCE BC3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3250	001/00575	F 11:00am - 12:50pm 110 Barnard Hall	Nelida Tirado	2.00	14/24

DNCE BC3332 MODERN V. 2.00 points.

Note: This is a variable-point course (0-1 pts).

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting, healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

Fall 2025: DNCE BC3332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3332	001/00578	M W 1:10pm - 2:25pm 110 Barnard Hall	Francesca Dominguez	2.00	5/40
DNCE 3332	002/00580	T Th 10:10am - 11:25am 305 Barnard Hall	Colleen Thomas	2.00	12/20

DNCE BC3333 MODERN V. 2.00 points.

Note: This is a variable-point course (0-1 pts).

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting, healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

Spring 2025: DNCE BC3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3333	001/00346	T Th 2:40pm - 3:55pm 305 Barnard Hall	Lisa Boudreau	2.00	6/40

DNCE BC3334 IMPROVISATION. 2.00 points.

Improvisation is an open level, movement based class in which students will learn collaborative improvisation tools, skills, practices, and mindset through experience, reflection, practice, and generation. Deep play, support for others, and a willingness to experiment and reflect are key in this discovery based course

Spring 2025: DNCE BC3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3334	001/00347	M W 11:40am - 12:55pm 110 Barnard Hall	Caitlin Trainor	2.00	15/24

Fall 2025: DNCE BC3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3334	001/00581	M W 10:10am - 11:25am 305 Barnard Hall	Caroline Fermin	2.00	16/40

DNCE BC3335 MODERN VI. 2.00 points.

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting, healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

Fall 2025: DNCE BC3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3335	001/00582	M W 4:10pm - 5:25pm LI013 Barnard Hall	Lisa Boudreau	2.00	6/30
DNCE 3335	002/00584	T Th 8:40am - 9:55am LI013 Barnard Hall	Tamisha Guy	2.00	7/25
DNCE 3335	003/00585	T Th 4:10pm - 5:25pm 305 Barnard Hall	Stephanie Troyak	2.00	8/40

DNCE BC3336 MODERN VI. 2.00 points.

This contemporary technique class invites students into an embodied practice focusing on a daily physical experimentation and challenge. Emphasis will be placed on corporeal ways to explore questions around propelling, listening, connecting, healing, and action. This course offers a chance for students to use their sensorial experience to reflect on individual pathways/ desires for expression while, challenging the body to take risks and practice as their movement knowledge expands. Emphasis on sensation, initiation, and weight will be introduced in a floor or standing warm-up that will expand to a standing exploration of the transition between form and space. A focus will be to continue our development of a strong-grounded technique with healthy placement that moves with ease in and out of the floor. We will continue to develop our true embodied relationship to environment, people, and time

Spring 2025: DNCE BC3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3336	001/00349	M W 4:10pm - 5:25pm LI013 Barnard Hall	Francesca Dominguez	2.00	13/30
DNCE 3336	002/00350	T Th 4:10pm - 5:25pm 305 Barnard Hall	Tamisha Guy	2.00	22/40

DNCE BC3447 TAP III. 2.00 points.

Prerequisites: DNCE BC2447, BC2448, or permission of instructor. Tap III is an advanced level tap class for students who have 5 or more years of tap dance training. We will cover tap technique, proper use of the body to enhance sound quality and style, a variety of musical genres and structures, and improvisation

Spring 2025: DNCE BC3447

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3447	001/00354	M W 4:10pm - 5:25pm 110 Barnard Hall	Dormeshia Sunbry-Edwards	2.00	5/24

DNCE BC3560 SCREENDANCE:COMPOSITION. 3.00 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

Fall 2025: DNCE BC3560

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3560	001/00587	T Th 11:00am - 12:50pm LI020 Milstein Center	Gabri Christa	3.00	6/14

DNCE BC3567 DANCES OF INDIA. 3.00 points.

A range of dance genres, from the traditional to the innovative, co-exist as representations of Indianness in India, and beyond. Identities onstage and in films, morph 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 is performed? What are dance discourses?

Fall 2025: DNCE BC3567

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3567	001/00588	M W 11:40am - 12:55pm 324 Milbank Hall	Uttara Coorlawala	3.00	17/25

DNCE BC3576 DANCE CRITICISM. 3.00 points.

This course offers intensive practice in writing on dance and explores a range of approaches to dance criticism from the 1940s through today. Starting from the premise that criticism can be an art form in itself, we ask: What are the roles and responsibilities of a critic? How do our own identities and experiences inform how we see and write? With the proliferation of dance in digital spaces, what new possibilities arise for dance criticism? Class meetings include discussion, writing exercises, and peer workshops. Assignments involve viewing performances outside of class

Fall 2025: DNCE BC3576

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3576	001/00589	T Th 1:10pm - 2:25pm 406 Barnard Hall	Siobhan Burke	3.00	13/15

DNCE BC3591 SENIOR SEMINAR. 4.00 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

Fall 2025: DNCE BC3591

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3591	001/00598	T 10:10am - 12:00pm L105 Diana Center	Paul Scolieri	4.00	10/9
DNCE 3591	002/00599	T 12:10pm - 2:00pm 913 Milstein Center	Paul Scolieri	4.00	9/9

DNCE BC3592 Senior Project: Research for Dance. 4 points.

Independent study for research and writing (35 to 50-page thesis required).

DNCE BC3593 SR PROJECT:REPERTORY FOR DANCE. 3.00 points.

Independent study for preparing and performing repertory works in production to be presented in concert

Spring 2025: DNCE BC3593

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3593	001/00359	T Th 10:10am - 11:25am 305 Barnard Hall	Colleen Thomas	3.00	8/8
DNCE 3593	002/00360	T Th 10:10am - 11:25am 305 Barnard Hall	Marjorie Folkman	3.00	7/7

DNCE BC3607 Rehearsal and Performance in Dance. 3 points.

The course can be taken for 1-3 credits. Students are graded and take part in the full production of a dance as performers, choreographers, designers, or stage technicians.

DNCE BC3984 Digital Performance. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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.*

Cross-Listed Courses - American Studies

DNCE BC2565 WORLD DANCE HISTORY. 3.00 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 2025: DNCE BC2565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2565	001/00331	T Th 11:40am - 12:55pm 323 Milbank Hall	Seth Williams	3.00	39/42

DNCE BC2570 DANCE IN NEW YORK CITY. 3.00 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

Spring 2025: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/00332	M W 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3.00	20/20

DNCE BC3001 HISTORY OF THEATRICAL DANCING. 3.00 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 2025: DNCE BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3001	001/00566	T Th 2:40pm - 3:55pm 202 Milbank Hall	Seth Williams	3.00	24/25

Cross-Listed Courses - Urban Studies

DNCE BC2570 DANCE IN NEW YORK CITY. 3.00 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

Spring 2025: DNCE BC2570

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 2570	001/00332	M W 2:40pm - 3:55pm 302 Barnard Hall	Siobhan Burke	3.00	20/20

Economic and Social History

1019 Milstein Learning Center

212-854-3454

Department Administrator: Regina Roberts

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), Gergely Baics (History), David Weiman (Economics), and Carl Wennerlind (History).

Requirements for the Major

The Economic and Social History track requires a minimum of 12 courses (39 minimum credits).

Economics

Theoretical Perspectives:

ECON BC1003	Introduction to Economic Reasoning	3
ECON BC3041	THEORETICAL FOUNDATIONS-POLIT ECON	3
ECON BC3033	INTERMEDIATE MACROECONOMIC THEORY *	4

Economic History

Select two of the following, including at least one course (at the 3000 level or higher):

ECON BC2012	Economic History of Western Europe	
ECHS BC2590	MEASURING HISTORY	
ECON BC3013	Economic History of the United States (another upper-level economic history course may be substituted, subject to economics adviser's approval)	
ECON BC3022	Economic History of Europe	
ECON BC3023	Topics in Economic History	

History

Introductory Course in field of historical specialization:

Select one of the following: 3

HIST BC1062	Introduction to the Global Middle Ages	
HIST BC1101	EUROPEAN HISTORY 1500-1789	
HIST BC1302	EUROPEAN HISTORY SINCE 1789	
HIST BC1401	INTRODUCTION TO AMERICAN HISTORY TO 1865	
HIST BC1402	INTRODUCTION TO AMERICAN HISTORY SINCE 1865	
HIST BC1760	INTRO AFRICAN HIST:1700-PRESENT	
HIST BC1801	Colonialism and Nationalism in South Asia	

Lecture Courses:

Select two of the following: 6

HIST BC2116	The History of Money	3
HIST BC2180	Merchants, Pirates, and Slaves in the Making of Atlantic Capitalism	3
HIST BC2321	COLONIAL ENCOUNTERS	3

HIST W3411	The Rise of American Capitalism	
HIST W3503	Workers in Industrial and Post-Industrial America	
HSEA GU4884	Merchants, Markets, Modernity - China	
Seminars:		
Select two of the following:		8
HIST W4434	The Atlantic Slave Trade	
HIST W4518		
Other appropriate courses may be substituted subject to the history adviser's approval		
HIST GU4569	American Nuclear History, 1940s-1960s	4.00
Senior Thesis Requirement		
ECHS BC3066 & ECHS BC3067	RESEARCH SEM ECONOMIC HISTY I and RESEARCH SEM ECONOMIC HIST II	8

* ECON BC3035 INTERMEDIATE MICROECONOMICS, ECON UN3213 INTERMEDIATE MACROECONOMICS, or ECON UN3211 INTERMEDIATE MICROECONOMICS may be substituted for ECON BC3033 INTERMEDTE MACROECONOMC THEORY

ECHS BC2590 MEASURING HISTORY. 4.00 points.

This course examines big themes in economic and social history- population history and human well-being, inequality and poverty, and gender differences. Using these themes, it adopts a hands-on data-driven approach to introduce tools and concepts of empirical reasoning. Datasets related to each theme create opportunities for learning by doing

Fall 2025: ECHS BC2590

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECHS 2590	001/00161	T Th 4:10pm - 5:25pm 516 Milstein Center	Alan Dye	4.00	17/20

ECHS BC3056 HISTORY OF WOMEN'S WORK. 3.00 points.

ECHS BC3066 RESEARCH SEM ECONOMIC HISTY I. 4.00 points.

Must be supervised by a faculty member approved by the program adviser. This is the 1st semester of a two-semester course sequence

Fall 2025: ECHS BC3066

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECHS 3066	001/00156	W 4:10pm - 6:00pm 613 Milstein Center	David Weiman	4.00	7/9

ECHS BC3067 RESEARCH SEM ECONOMIC HIST II. 4.00 points.

Must be supervised by a faculty member approved by te program adviser. This is the 2nd semester of a two-semester course sequence

Spring 2025: ECHS BC3067

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECHS 3067	001/00777	W 4:10pm - 6:00pm 613 Milstein Center	Alan Dye	4.00	8/9

Cross-Listed Courses

Economics (Barnard)

ECON BC1003 Introduction to Economic Reasoning. 4 points.

Covers basic elements of microeconomic and marcoeconomic 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.*

Spring 2025: ECON BC1003					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1003	001/00775	T Th 11:40am - 12:55pm 263 Macy Hall	Alan Dye	4	65/100
ECON 1003	002/00774	M W 2:40pm - 3:55pm 263 Macy Hall	Mulu Gebreyohannes	4	62/65
Fall 2025: ECON BC1003					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1003	001/00054	T Th 11:40am - 12:55pm 405 Milbank Hall	Alan Dye	4	97/107
ECON 1003	002/00055	M W 1:10pm - 2:25pm LI003 Barnard Hall	Mulu Gebreyohannes	4	71/75
ECON 1003	003/00773	M W 10:10am - 11:25am LI003 Barnard Hall	Mulu Gebreyohannes	4	75/75

ECON BC2012 Economic History of Western Europe. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

Fall 2025: ECON BC3013					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3013	001/00155	T Th 1:10pm - 2:25pm 207 Milbank Hall	David Weiman	3	25/40

ECON BC3023 Topics in Economic History. 3 points.

Not offered during 2024-2025 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 INTERMEDTE MACROECONOMC THEORY. 4.00 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 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00755	M W 11:40am - 12:55pm 302 Barnard Hall	Nuria Quella	4.00	46/50
ECON 3033	002/00756	M W 1:10pm - 2:25pm 418 Barnard Hall	Nuria Quella	4.00	57/70

Fall 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00069	M W 10:10am - 11:25am 418 Barnard Hall	Sarah Gertler	4.00	68/80

ECON BC3035 INTERMEDIATE MICROECONOMICS. 4.00 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

Spring 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00754	T Th 1:10pm - 2:25pm LI003 Barnard Hall	Lalith Munasinghe	4.00	46/65

Fall 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00070	M W 11:40am - 12:55pm 152 Horace Mann Hall	Elizabeth Ananat	4.00	22/50
ECON 3035	002/00078	T Th 1:10pm - 2:25pm 323 Milbank Hall	John Park	4.00	66/65
ECON 3035	003/01103	T Th 4:10pm - 5:25pm 504 Diana Center	John Park	4.00	57/70

ECON BC3041 THEORETICL FOUNDTNS-POLIT ECON. 3.00 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

Spring 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00863	M W 4:10pm - 5:25pm 418 Barnard Hall	Kurt Semm	3.00	80/72
ECON 3041	002/00923	T Th 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	79/72

Fall 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00073	M W 10:10am - 11:25am 504 Diana Center	Kurt Semm	3.00	75/70
ECON 3041	002/00074	M W 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	77/72

History**HIST BC1062 Introduction to the Global Middle Ages. 4.00 points.**

This course introduces students to medieval history and the methods historians use to study and communicate about the past. Medieval history has traditionally centered on Western Europe, but this course also integrates new approaches to the Global Middle Ages, including attention to connectivity, comparative studies across contexts, and a survey of world literatures. Topics include Late Antique transformations to the Roman world, the Germanic migrations, and the rise of Christianity; the Islamic Conquests, the Carolingian Renaissance, and the Viking expansion; the Crusades, the Black Death, and the rise of early modern empires. Students will learn to read primary sources, assess scholarly arguments, and incorporate interdisciplinary approaches. This course will require visits to the Metropolitan Museum of Art and the Met Cloisters

Fall 2025: HIST BC1062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1062	001/00368	M W 11:40am - 12:55pm LI003 Barnard Hall	Matthew Delvaux	4.00	12/90

HIST BC1101 EUROPEAN HISTORY 1500-1789. 4.00 points.

Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment

Fall 2025: HIST BC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1101	001/00035	T Th 1:10pm - 2:25pm 328 Milbank Hall	Deborah Valenze	4.00	29/75

HIST BC1302 EUROPEAN HISTORY SINCE 1789. 4.00 points.

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism

Spring 2025: HIST BC1302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1302	001/00128	M W 11:40am - 12:55pm 304 Barnard Hall	Lisa Tiersten	4.00	66/90
HIST 1302	AU1/20290	M W 11:40am - 12:55pm Othr Other	Lisa Tiersten	4.00	22/22

HIST BC1401 INTRODUCTION TO AMERICAN HISTORY TO 1865. 4.00 points.

Themes include Native and colonial cultures and politics, the evolution of American political and economic institutions, relationships between religious and social movements, and connecting ideologies of race and gender with larger processes such as enslavement, dispossession, and industrialization

HIST BC1402 INTRODUCTION TO AMERICAN HISTORY SINCE 1865. 4.00 points.

Examines the major social, political, economic, and intellectual transformations from the 1860s until the present, including industrialization and urbanization, federal and state power, immigration, the welfare state, global relations, and social movements

Fall 2025: HIST BC1402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1402	001/00037	M W 2:40pm - 3:55pm 152 Horace Mann Hall		4.00	59/60

HIST BC1760 INTRO AFRICAN HIST:1700-PRESNT. 4.00 points.

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

Spring 2025: HIST BC1760

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1760	001/00130	M W 10:10am - 11:25am 504 Diana Center	Abosede George	4.00	32/70

HIST BC1801 Colonialism and Nationalism in South Asia. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

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. 3.00 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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, 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 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 and Statistics

1019 Milstein Learning Center

212-854-3454

Department Administrator: Regina Roberts

The Economics-Statistics major provides the student with a grounding in economic theory comparable to that provided by the general

economics major; and also exposes the student to rigorous and extensive training in Statistics. Students choose between two tracks in the major. The Computational Track consists of coursework in applied statistical methods. It is recommended for students preparing to apply statistical methods in the social sciences. The Theoretical Track consists of calculus-based probability, and the theory of statistical inference. It also provides some practical training in data analysis. Please see the [Economics and Statistics](#) major webpage for additional information.

Available to students of the Class of 2021 and later.

Chair: Homa Zarghamee (Professor)

Professors: Elizabeth Ananat, André Burgstaller (Professor Emeritus), Alan Dye. Sharon Harrison, Jingchen Liu (Statistics), Shaw-Hwa Lo (Statistics). Lalith Munasinghe, Randall Reback, David Weiman (Alena Wels Hirschorn '58 Professor of Economics)

Assistant Professors: Martina Jasova, Anja Tolonen

Associate: John Park

Lecturers in Statistics: Banu Baydil, Ronald Neath. David Rios, Joyce Robbins. Gabriel Young

Adjunct Assistant Professor: Ashley Timmer

Requirements for the Computational Track

The Economics-Statistics, Computational Track requires a minimum of 16 courses (52 minimum credits).

10 courses in Economics, Mathematics

ECON BC1003	Introduction to Economic Reasoning
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN2010	LINEAR ALGEBRA
ECON BC3033	INTERMEDTE MACROECONOMC THEORY
ECON BC3035	INTERMEDIATE MICROECONOMICS
ECON BC3041	THEORETICL FOUNDTNS-POLIT ECON
Two Upper-level Electives in Economics	
ECON BC3063	SENIOR SEMINAR

6 courses in Statistics

STAT UN1201	CALC-BASED INTRO TO STATISTICS
ECON BC3018	ECONOMETRICS
STAT UN2102	Applied Statistical Computing
STAT UN2104	APPL CATEGORICAL DATA ANALYSIS
One of the following two courses:	
STAT UN3105	APPLIED STATISTICAL METHODS
STAT UN3106	APPLIED MACHINE LEARNING
One Upper-level Elective in Statistics (STAT UN3106, GU4203, GU4204, GU4205, GU4206, or a Computer Science Elective)	

Requirements for the Theoretical Track

The Economics-Statistics, Theoretical Track requires a minimum of 16 courses (52 minimum credits).

10 courses in Economics, Mathematics which are the same as in the Computational Track above, plus

6 courses in Statistics which differs from the Computational Track somewhat:

STAT UN1201	CALC-BASED INTRO TO STATISTICS
ECON BC3018	ECONOMETRICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
One Elective in Statistics at the 3000+ level (or a Computer Science Elective such as COMS W1004, W1005, W1007, or STAT UN2102)	

Economics, Mathematics

ECON BC1003 Introduction to Economic Reasoning. 4 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.*

Spring 2025: ECON BC1003					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1003	001/00775	T Th 11:40am - 12:55pm	Alan Dye	4	65/100
		263 Macy Hall			
ECON 1003	002/00774	M W 2:40pm - 3:55pm	Mulu Gebreyohannes	4	62/65
Fall 2025: ECON BC1003					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1003	001/00054	T Th 11:40am - 12:55pm	Alan Dye	4	97/107
ECON 1003	002/00055	M W 1:10pm - 2:25pm	Mulu Gebreyohannes	4	71/75
		LI003 Barnard Hall			
ECON 1003	003/00773	M W 10:10am - 11:25am	Mulu Gebreyohannes	4	75/75

MATH UN1102 CALCULUS II. 3.00 points.
Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.
Prerequisites: MATH UN1101 or the equivalent. Methods of integration, applications of the integral, Taylors theorem, infinite series. (SC)

Spring 2025: MATH UN1102					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/00477	T Th 2:40pm - 3:55pm	Lindsay Piechnik	3.00	87/90
		LI002 Milstein Center			
MATH 1102	002/15285	M W 10:10am - 11:25am	Evan Sorensen	3.00	49/100
MATH 1102	003/00493	M W 11:40am - 12:55pm	Wenjian Liu	3.00	37/100
		323 Milbank Hall			
MATH 1102	004/15287	M W 4:10pm - 5:25pm	Jingbo Wan	3.00	27/30
MATH 1102	005/15289	T Th 10:10am - 11:25am	Peter Voit	3.00	20/64
		417 Mathematics Building			
MATH 1102	006/15291	T Th 11:40am - 12:55pm	Dawei Shen	3.00	23/100
MATH 1102	007/15294	T Th 1:10pm - 2:25pm	Andres Ibanez Nunez	3.00	8/100

Fall 2025: MATH UN1102					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/00297	M W 11:40am - 12:55pm	Cristian Iovanov	3.00	97/100
MATH 1102	002/00298	M W 1:10pm - 2:25pm	Cristian Iovanov	3.00	101/100
MATH 1102	004/12512	T Th 8:40am - 9:55am	Andres Ibanez Nunez	3.00	52/75
MATH 1102	005/12511	T Th 10:10am - 11:25am	Andres Ibanez Nunez	3.00	22/75
MATH 1102	006/12513	T Th 6:10pm - 7:25pm	Elliott Stein	3.00	64/64

MATH UN1201 CALCULUS III. 3.00 points.Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.

Prerequisites: MATH UN1101 or the equivalent Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramers rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. (SC)

Spring 2025: MATH UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00494	M W 10:10am - 11:25am 405 Milbank Hall	Cristian Iovanov	3.00	30/90
MATH 1201	002/00496	M W 11:40am - 12:55pm 405 Milbank Hall	Cristian Iovanov	3.00	56/90
MATH 1201	003/15298	M W 2:40pm - 3:55pm 312 Mathematics Building	Deeparaj Bhat	3.00	93/100
MATH 1201	004/15300	T Th 1:10pm - 2:25pm 203 Mathematics Building	Deeparaj Bhat	3.00	84/100
MATH 1201	005/15301	T Th 4:10pm - 5:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	90/100
MATH 1201	006/15302	T Th 6:10pm - 7:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	86/100

Fall 2025: MATH UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00300	M W 8:40am - 9:55am 405 Milbank Hall	Daniela De Silva	3.00	105/100
MATH 1201	002/00301	T Th 4:10pm - 5:25pm LI002 Milstein Center	Lindsay Piechnik	3.00	85/100
MATH 1201	003/00302	T Th 2:40pm - 3:55pm 405 Milbank Hall	Lindsay Piechnik	3.00	94/100
MATH 1201	004/12517	M W 4:10pm - 5:25pm 312 Mathematics Building	Deeparaj Bhat	3.00	104/110
MATH 1201	005/12516	M W 6:10pm - 7:25pm 312 Mathematics Building	Deeparaj Bhat	3.00	89/110
MATH 1201	006/12515	T Th 10:10am - 11:25am 312 Mathematics Building	Gyujin Oh	3.00	110/110
MATH 1201	007/12514	T Th 11:40am - 12:55pm 312 Mathematics Building	Gyujin Oh	3.00	108/110
MATH 1201	008/12925	T Th 1:10pm - 2:25pm 203 Mathematics Building	Anh Duc Vo	3.00	96/110

MATH UN2010 LINEAR ALGEBRA. 3.00 points.Prerequisites: *MATH V1201*, or the equivalent.

Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

Spring 2025: MATH UN2010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00487	M W 8:40am - 9:55am 263 Macy Hall	Wenjian Liu	3.00	82/100
MATH 2010	002/00491	M W 2:40pm - 3:55pm LI002 Milstein Center	Lindsay Piechnik	3.00	79/90
MATH 2010	003/15325	T Th 10:10am - 11:25am 312 Mathematics Building	Qiao He	3.00	61/100
MATH 2010	004/15328	T Th 11:40am - 12:55pm 312 Mathematics Building	Qiao He	3.00	78/100
MATH 2010	005/15331	T Th 4:10pm - 5:25pm 312 Mathematics Building	Elliott Stein	3.00	54/64

Fall 2025: MATH UN2010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00303	M W 10:10am - 11:25am 408 Zankel	Lindsay Piechnik	3.00	87/90
MATH 2010	002/12525	M W 8:40am - 9:55am 207 Mathematics Building	Yoonjoo Kim	3.00	58/100
MATH 2010	003/12524	M W 11:40am - 12:55pm 312 Mathematics Building	Yoonjoo Kim	3.00	100/100
MATH 2010	004/12523	T Th 10:10am - 11:25am 326 Uris Hall	Andrew Blumberg	3.00	38/100
MATH 2010	005/12522	T Th 4:10pm - 5:25pm 717 Hamilton Hall	Yujie Xu	3.00	16/100

ECON BC3033 INTERMEDTE MACROECONOMC THEORY. 4.00 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 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00755	M W 11:40am - 12:55pm 302 Barnard Hall	Nuria Quella	4.00	46/50
ECON 3033	002/00756	M W 1:10pm - 2:25pm 418 Barnard Hall	Nuria Quella	4.00	57/70

Fall 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00069	M W 10:10am - 11:25am 418 Barnard Hall	Sarah Gertler	4.00	68/80

ECON BC3035 INTERMEDIATE MICROECONOMICS. 4.00 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

Spring 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00754	T Th 1:10pm - 2:25pm LI003 Barnard Hall	Lalith Munasinghe	4.00	46/65

Fall 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00070	M W 11:40am - 12:55pm 152 Horace Mann Hall	Elizabeth Ananat	4.00	22/50
ECON 3035	002/00078	T Th 1:10pm - 2:25pm 323 Milbank Hall	John Park	4.00	66/65
ECON 3035	003/01103	T Th 4:10pm - 5:25pm 504 Diana Center	John Park	4.00	57/70

ECON BC3041 THEORETICAL FOUNDATIONS-POLITICAL ECONOMY. 3.00 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

Spring 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00863	M W 4:10pm - 5:25pm 418 Barnard Hall	Kurt Semm	3.00	80/72
ECON 3041	002/00923	T Th 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	79/72

Fall 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00073	M W 10:10am - 11:25am 504 Diana Center	Kurt Semm	3.00	75/70
ECON 3041	002/00074	M W 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	77/72

ECON BC3063 SENIOR SEMINAR. 4.00 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 instructors choice. See department for current topics and for senior requirement preference forms

Spring 2025: ECON BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3063	001/00864	Th 4:10pm - 6:00pm 214 Milbank Hall	Lalith Munasinghe	4.00	20/20
ECON 3063	002/00764	T 6:10pm - 8:00pm 912 Milstein Center	Elham Saeidinezhad	4.00	19/18
ECON 3063	003/00769	M 6:10pm - 8:00pm 308 Diana Center	Rajiv Sethi	4.00	16/16

Fall 2025: ECON BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3063	001/00851	M 2:10pm - 4:00pm 912 Milstein Center	Sharon Harrison	4.00	16/16
ECON 3063	002/00854	W 2:10pm - 4:00pm 912 Milstein Center	Ashley Timmer	4.00	16/16

Statistics, Computer Science**STAT UN1201 CALC-BASED INTRO TO STATISTICS. 3.00 points.**

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

Spring 2025: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13992	M W 10:10am - 11:25am 717 Hamilton Hall	Hammou El Barmi	3.00	78/86
STAT 1201	002/13993	M W 10:10am - 11:25am 602 Hamilton Hall	Joyce Robbins	3.00	70/85
STAT 1201	003/13994	T Th 10:10am - 11:25am 717 Hamilton Hall	Joyce Robbins	3.00	74/86
STAT 1201	004/13995	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Banu Baydil	3.00	138/180

Fall 2025: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13708	T Th 8:40am - 9:55am 402 Chandler	Chenyang Zhong	3.00	121/126
STAT 1201	002/13710	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Banu Baydil	3.00	277/300
STAT 1201	003/18505	M W 8:40am - 9:55am 309 Havemeyer Hall	Banu Baydil	3.00	132/200

ECON BC3018 ECONOMETRICS. 4.00 points.

Prerequisites: ECON BC3033 or ECON BC3035, and ECON BC2411 or STAT W1111 or STAT W1211, or permission of the instructor.

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

Spring 2025: ECON BC3018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3018	001/00848	M W 1:10pm - 2:25pm 504 Diana Center	Sinem Sonmez	4.00	16/60

Fall 2025: ECON BC3018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3018	001/00067	M W 10:10am - 11:25am 152 Horace Mann Hall	Ashley Wong	4.00	63/60

STAT UN2102 Applied Statistical Computing. 3.00 points.

Corequisites: An introductory course in statistic (STAT UN1101 is recommended).

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 conditionals, modular programming, and data visualization. Students will also learn the fundamental concepts in computational complexity, and will practice writing reports based on their data analyses

Spring 2025: STAT UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2102	001/13996	T Th 4:10pm - 5:25pm 428 Pupin Laboratories	Alex Pijyan	3.00	97/120

Fall 2025: STAT UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2102	001/13728	T Th 4:10pm - 5:25pm 207 Mathematics Building	Alex Pijyan	3.00	94/160

STAT UN2104 APPL CATEGORICAL DATA ANALYSIS. 3.00 points.

Prerequisites: STAT UN2103 is strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful.

Prerequisites: STAT UN2103 is strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful. This course covers statistical models and methods for analyzing and drawing inferences for problems involving categorical data. The goals are familiarity and understanding of a substantial and integrated body of statistical methods that are used for such problems, experience in analyzing data using these methods, and proficiency in communicating the results of such methods, and the ability to critically evaluate the use of such methods. Topics include binomial proportions, two-way and three-way contingency tables, logistic regression, log-linear models for large multi-way contingency tables, graphical methods. The statistical package R will be used

Spring 2025: STAT UN2104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2104	001/13999	M W 8:40am - 9:55am 717 Hamilton Hall	Ronald Neath	3.00	45/86

STAT UN3105 APPLIED STATISTICAL METHODS. 3.00 points.

Prerequisites: At least one, and preferably both, of STAT UN2103 and UN2104 are strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful.

Prerequisites: At least one, and preferably both, of STAT UN2103 and UN2104 are strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful. 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

Fall 2025: STAT UN3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3105	001/13733	M W 2:40pm - 3:55pm 702 Hamilton Hall	Benjamin Goodrich	3.00	43/86

STAT UN3106 APPLIED MACHINE LEARNING. 3.00 points.

Prerequisites: STAT UN2103. Students without programming experience in R might find STAT UN2102 very helpful.

Prerequisites: STAT UN2103. Students without programming experience in R might find STAT UN2102 very helpful. This course is a machine learning class from an application perspective. 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

Spring 2025: STAT UN3106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3106	001/14000	T Th 2:40pm - 3:55pm 602 Hamilton Hall	Wayne Lee	3.00	36/86

STAT GU4203 PROBABILITY THEORY. 3.00 points.

Prerequisites: At least one semester, and preferably two, of calculus. An introductory course (STAT UN2101, preferably) is strongly recommended.

Prerequisites: At least one semester, and preferably two, of calculus. An introductory course (STAT UN1201, preferably) is strongly recommended. A calculus-based introduction to probability theory. A quick review of multivariate calculus is provided. Topics covered include random variables, conditional probability, expectation, independence, Bayes' rule, important distributions, joint distributions, moment generating functions, central limit theorem, laws of large numbers and Markov's inequality

Spring 2025: STAT GU4203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4203	001/14011	T Th 6:10pm - 7:25pm 312 Mathematics Building	Marco Avella Medina	3.00	81/116
STAT 4203	002/14010	T Th 6:10pm - 7:25pm 517 Hamilton Hall	Gabriel Young	3.00	2/3

Fall 2025: STAT GU4203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4203	001/13737	T Th 10:10am - 11:25am 833 Seeley W. Mudd Building	Marcel Nutz	3.00	112/120
STAT 4203	002/13738	T Th 6:10pm - 7:25pm 142 Uris Hall	Cristian Pasarica	3.00	47/50
STAT 4203	003/13739	T Th 6:10pm - 7:25pm 142 Uris Hall	Cristian Pasarica	3.00	32/40

STAT GU4204 STATISTICAL INFERENCE. 3.00 points.

Prerequisites: STAT GU4203. At least one semester of calculus is required; two or three semesters are strongly recommended. Calculus-based introduction to the theory of statistics. Useful distributions, law of large numbers and central limit theorem, point estimation, hypothesis testing, confidence intervals maximum likelihood, likelihood ratio tests, nonparametric procedures, theory of least squares and analysis of variance

Spring 2025: STAT GU4204

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4204	001/14012	T Th 1:10pm - 2:25pm 503 Hamilton Hall	Banu Baydil	3.00	39/45
STAT 4204	002/14013	T Th 7:10pm - 8:25pm 501 Schermerhorn Hall	Pratyay Datta	3.00	25/35
STAT 4204	003/17906	T Th 7:10pm - 8:25pm 501 Schermerhorn Hall	Pratyay Datta	3.00	22/25

Fall 2025: STAT GU4204

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4204	001/13740	M W 6:10pm - 7:25pm 142 Uris Hall	Pratyay Datta	3.00	47/75
STAT 4204	002/13741	M W 6:10pm - 7:25pm 142 Uris Hall		3.00	0/40

STAT GU4205 LINEAR REGRESSION MODELS. 3.00 points.

Prerequisites: STAT GU4204 or the equivalent, and a course in linear algebra. Theory and practice of regression analysis. Simple and multiple regression, testing, estimation, prediction, and confidence procedures, modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares. Extensive use of the computer to analyse data

Spring 2025: STAT GU4205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4205	001/14014	M W 6:10pm - 7:25pm 517 Hamilton Hall	Ronald Neath	3.00	31/50

Fall 2025: STAT GU4205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4205	001/13742	M W 1:10pm - 2:25pm 517 Hamilton Hall	Dobrin Marchev	3.00	33/86
STAT 4205	003/13744	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Gabriel Young	3.00	25/30

STAT GU4206 STAT COMP # INTRO DATA SCIENCE. 3.00 points.

Prerequisites: STAT GU4204 and GU4205 or the equivalent.

Prerequisites: STAT GU4204 and GU4205 or the equivalent.

Introduction to programming in the R statistical package: functions, objects, data structures, flow control, input and output, debugging, logical design, and abstraction. Writing code for numerical and graphical statistical analyses. Writing maintainable code and testing, stochastic simulations, paralleizing data analyses, and working with large data sets. Examples from data science will be used for demonstration

Spring 2025: STAT GU4206

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4206	001/14015	F 10:10am - 12:40pm 329 Pupin Laboratories	Yongchan Kwon	3.00	6/10

Fall 2025: STAT GU4206

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4206	001/13745	F 10:10am - 12:40pm 417 International Affairs Bldg	Benjamin Goodrich	3.00	16/30
STAT 4206	002/13746	Th 6:10pm - 8:40pm 501 Schermerhorn Hall	Haiyuan Wang	3.00	5/20

COMS W1004 PROGRAMMING IN JAVA. 3.00 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* or *1005*.

Spring 2025: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/11948	T Th 11:40am - 12:55pm 417 International Affairs Bldg	Adam Cannon	3.00	108/398
COMS 1004	002/11949	T Th 1:10pm - 2:25pm 417 International Affairs Bldg	Adam Cannon	3.00	86/398

Fall 2025: COMS W1004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 1004	001/12794	M W 2:40pm - 3:55pm 309 Havemeyer Hall	Paul Blaer	3.00	275/320
COMS 1004	002/12795	M W 5:40pm - 6:55pm 833 Seeley W. Mudd Building	Paul Blaer	3.00	150/164

COMS W1005 INTRO-COMPUT SCI/PROG-MATLAB. 3.00 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* or *W1005*.

Economics

1019 Milstein Learning Center

212-854-3454

Department Administrator: Regina Roberts

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

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.

Advanced Placement Credit

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: Homa Zarghamee (Professor)

Professors: Elizabeth Ananat (Mallya Professor of Women and Economics), André Burgstaller (Emeritus), Alan Dye, Daniel Hamermesh (Distinguished Scholar), Sharon Harrison, Lalith Munasinghe, Rajiv Sethi, David Weiman (Alena Wels Hirschorn '58 Professor)

Associate Professor: Belinda Archibong, Anja Benshaul-Tolonen**Assistant Professors:** Sarah Gertler, Martina Jasova, Morgan Williams**Term Associate Professor:** Mulu Gebreyohannes (Weiss International Fellow)**Term Assistant Professor:** Elham Saeidinezhad

Adjunct Associate Professors: José Cao-Alvira, Ashley Timmer

Other officers of the University offering courses listed below:

Professors: Alessandra Casella, Yeon-Koo Che, Pierre-Andre Chiappori, Graciela Chichilnisky, Donald Davis, Prajit Dutta, Harrison Hong, Wojciech Kopczuk, Serena Ng, Brendan O'Flaherty, Xavier Sala-i-Martin, Bernard Salanie, Stephanie Schmitt-Grohe, Martin Uribe, Michael Woodford, David Weinstein

Associate Professors: Lena Edlund, Qingmin Liu

Assistant Professors: Michael Best, Andres Drenik, Jack Willis

Lecturers: Irasema Alonso, Tri Vi Dang, Ceyhun Elgin, Susan Elmes, Seyhan Erden, Tamrat Gashaw, Sunil Gulati, Ronald Miller, Wouter Vergote

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 or the major adviser as early as possible. 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.

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 requires a minimum of 12 courses (36 minimum credits).

ECON BC1003	Introduction to Economic Reasoning	3
ECON BC1007 or MATH UN1201	MATH METHODS FOR ECONOMICS * CALCULUS III	4
ECON BC2411 or STAT UN1101 or STAT UN1201 or PSYC BC1101	STATISTICS FOR ECONOMICS INTRODUCTION TO STATISTICS CALC-BASED INTRO TO STATISTICS STATISTICS LECTURE AND RECITATION	4
ECON BC3018	ECONOMETRICS	4
ECON BC3033	INTERMEDTE MACROECONOMC THEORY	4
ECON BC3035	INTERMEDIATE MICROECONOMICS	4

ECON BC3041	THEORETICL FOUNDTNS-POLIT ECON	3
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 & ECON BC3062	SENIOR THESIS I and SENIOR THESIS II	
ECON BC3063	SENIOR SEMINAR (and an additional upper-level elective in economics)	

* Students will not receive credit for ECON BC1007 MATH METHODS FOR ECONOMICS if they have already taken ECON BC3035 INTERMEDIATE MICROECONOMICS. Such students must instead complete the mathematics requirement by taking MATH UN1201 CALCULUS III (Calculus III).

Political Economy

The Political Economy track major requires a minimum of 13 courses (42 minimum credits).

ECON BC1003	Introduction to Economic Reasoning	3
ECON BC1007 or MATH UN1101	MATH METHODS FOR ECONOMICS CALCULUS I	4
ECON BC3033	INTERMEDTE MACROECONOMC THEORY	4
ECON BC3035	INTERMEDIATE MICROECONOMICS	4
ECON BC3041	THEORETICL FOUNDTNS-POLIT ECON	3
ECON BC2411 or STAT UN1101 or STAT UN1201 or PSYC BC1101	STATISTICS FOR ECONOMICS INTRODUCTION TO STATISTICS CALC-BASED INTRO TO STATISTICS STATISTICS LECTURE AND RECITATION	4

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)

Two interdisciplinary electives (see further conditions below)

And one of the following two options:

ECON BC3061 & ECON BC3062	SENIOR THESIS I and SENIOR THESIS II	
ECON BC3063	SENIOR SEMINAR (and an additional upper-level elective in economics)	

Interdisciplinary Electives

[NOTE: Statistics is required for Political Economy track majors in the class of 2021 and later. It replaces one of the three interdisciplinary electives formerly required for the class of 2020 and earlier.]

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 [link](#) 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

Departments

- Anthropology
- Asian and Middle Eastern Cultures
- Environmental Science

- History
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish and Latin American Cultures
- Women's Studies

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

Follow this [link](#) 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 MATH 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 MATH 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 MICROECONOMICS, 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. 4 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.*

Spring 2025: ECON BC1003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1003	001/00775	T Th 11:40am - 12:55pm 263 Macy Hall	Alan Dye	4	65/100
ECON 1003	002/00774	M W 2:40pm - 3:55pm 263 Macy Hall	Mulu Gebreyohannes	4	62/65

Fall 2025: ECON BC1003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1003	001/00054	T Th 11:40am - 12:55pm 405 Milbank Hall	Alan Dye	4	97/107
ECON 1003	002/00055	M W 1:10pm - 2:25pm LI003 Barnard Hall	Mulu Gebreyohannes	4	71/75
ECON 1003	003/00773	M W 10:10am - 11:25am LI003 Barnard Hall	Mulu Gebreyohannes	4	75/75

ECON BC1007 MATH METHODS FOR ECONOMICS. 4.00 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 Barnard 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

Spring 2025: ECON BC1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1007	001/00766	M W 11:40am - 12:55pm 328 Milbank Hall	Sharon Harrison	4.00	44/50
ECON 1007	002/00770	M W 10:10am - 11:25am 152 Horace Mann Hall	Mulu Gebreyohannes	4.00	54/50

Fall 2025: ECON BC1007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1007	001/00052	M W 11:40am - 12:55pm 328 Milbank Hall	Sharon Harrison	4.00	55/56

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 BC2017 INTRODUCTION TO HEALTH ECONOMICS. 3.00 points.

Prerequisites: (ECON BC1003 or ECON UN1105)
 Prerequisites: (ECON BC1003 or ECON UN1105) This course covers the core microeconomic theories and concepts needed to understand health and health care issues in the United States. It describes how the markets for health and health services are different from those for other goods, with an emphasis on providing the tools and skills for understanding health policy and regulations. In addition, it discusses theoretical and empirical aspects of key health economics issues, with a primary focus on applying the tools of economic analysis to understand the basic forces—supply and demand, asymmetric information, incentives, and externalities, for example—that influence health policies

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. 1.00 point.

Prerequisites: (ECON UN1105) *ECON W1105*.
 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.

BC: Fulfillment of General Education Requirement: Ethics and Values.

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.

STEM BC2223 PROGRAMMING BEHAV SCIENCES. 4.00 points.

ECON BC2224 CODING MARKETS. 4.00 points.

Prerequisites: (ECON BC1003 or ECON UN1105)
 Prerequisites: (ECON BC1003 or ECON UN1105) Students will learn how to write computer programs that can be used to solve assignment problems, including matching buyers with sellers in electronic financial markets, as well as assignment problems that dont involve prices: matching organ donors with recipients, residents with hospitals, and students with high schools for example. The programming language used will be MATLAB. Suitable for students with little or no programming background

Spring 2025: ECON BC2224					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2224	001/00768	M 9:00am - 10:50am 222 Milbank Hall	Rajiv Sethi	4.00	25/24

ECHS BC2590 MEASURING HISTORY. 4.00 points.

This course examines big themes in economic and social history—population history and human well-being, inequality and poverty, and gender differences. Using these themes, it adopts a hands-on data-driven approach to introduce tools and concepts of empirical reasoning. Datasets related to each theme create opportunities for learning by doing

Fall 2025: ECHS BC2590					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECHS 2590	001/00161	T Th 4:10pm - 5:25pm 516 Milstein Center	Alan Dye	4.00	17/20

Quantitative Methods

These courses are required for the Economics track and are optional for the Political Economy track.

ECON BC2411 STATISTICS FOR ECONOMICS. 4.00 points.

Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures

Fall 2025: ECON BC2411					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2411	001/00063	T Th 10:10am - 11:25am LI001 Milstein Center	Randall Reback	4.00	44/50

ECON BC3018 ECONOMETRICS. 4.00 points.

Prerequisites: ECON BC3033 or ECON BC3035, and ECON BC2411 or STAT W1111 or STAT W1211, or permission of the instructor.
 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

Spring 2025: ECON BC3018					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3018	001/00848	M W 1:10pm - 2:25pm 504 Diana Center	Sinem Sonmez	4.00	16/60

Fall 2025: ECON BC3018					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3018	001/00067	M W 10:10am - 11:25am 152 Horace Mann Hall	Ashley Wong	4.00	63/60

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 INTERMEDTE MACROECONOMC THEORY. 4.00 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 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00755	M W 11:40am - 12:55pm 302 Barnard Hall	Nuria Quella	4.00	46/50
ECON 3033	002/00756	M W 1:10pm - 2:25pm 418 Barnard Hall	Nuria Quella	4.00	57/70

Fall 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00069	M W 10:10am - 11:25am 418 Barnard Hall	Sarah Gertler	4.00	68/80

ECON BC3035 INTERMEDIATE MICROECONOMICS. 4.00 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

Spring 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00754	T Th 1:10pm - 2:25pm LI003 Barnard Hall	Lalith Munasinghe	4.00	46/65

Fall 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00070	M W 11:40am - 12:55pm 152 Horace Mann Hall	Elizabeth Ananat	4.00	22/50
ECON 3035	002/00078	T Th 1:10pm - 2:25pm 323 Milbank Hall	John Park	4.00	66/65
ECON 3035	003/01103	T Th 4:10pm - 5:25pm 504 Diana Center	John Park	4.00	57/70

ECON BC3041 THEORETICL FOUNDTNS-POLIT ECON. 3.00 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

Spring 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00863	M W 4:10pm - 5:25pm 418 Barnard Hall	Kurt Semm	3.00	80/72
ECON 3041	002/00923	T Th 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	79/72

Fall 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00073	M W 10:10am - 11:25am 504 Diana Center	Kurt Semm	3.00	75/70
ECON 3041	002/00074	M W 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	77/72

Upper-Level Elective Courses

The following economics elective courses have as a minimum either ECON BC3033, ECON BC3035, or both as prerequisites.

ECON BC3010 American Wellbeing. 3 points.

Prerequisites: (ECON BC 2411 or STAT W1111 or PSYCH BC1101 or BUSI G6014 or STAT W1211 or SIEO W3600 or SIEO W4150) and (ECON BC1003 or ECON W1105)

This course takes a novel approach to examining public policy concepts. The class mission is to construct a “U.S. Wellbeing Index,” a measure of people’s wellbeing in the United States. The process of constructing such an index and debating its shortcomings will provide students with a better understanding of the factors that should guide public policy decisions. Students successfully completing this course will: (1) develop skills for conducting and interpreting cost-benefit analyses, (2) search the web for relevant economic data and write efficient, well-documented code to download and format those data, (3) interpret time trends for data concerning the economy, human health, and environmental conditions, (4) develop an understanding of how various types of risks affect both individual and societal wellbeing, and (5) understand multiple perspectives in debates over the importance of equity considerations when considering the wellbeing of a society.

ECON BC3011 INEQUALITY AND POVERTY. 3.00 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

Fall 2025: ECON BC3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3011	001/00065	T Th 10:10am - 11:25am 323 Milbank Hall	Ashley Timmer	3.00	56/60

ECON BC3012 THE ECONOMICS OF EDUCATION. 3.00 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

Spring 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00803	T Th 1:10pm - 2:25pm 152 Horace Mann Hall	Randall Reback	3.00	31/45

Fall 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00066	T Th 1:10pm - 2:25pm 504 Diana Center	Randall Reback	3.00	43/60

ECON BC3013 Economic History of the United States. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

Fall 2025: ECON BC3013

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3013	001/00155	T Th 1:10pm - 2:25pm 207 Milbank Hall	David Weiman	3	25/40

ECON BC3019 LABOR ECONOMICS. 3.00 points.

Prerequisites: ECON BC3035, or permission of the instructor.

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

Fall 2025: ECON BC3019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3019	001/01105	M W 4:10pm - 5:25pm 328 Milbank Hall	John Park	3.00	33/45

ECON BC3022 Economic History of Europe. 3 points.

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.

ECON BC3024 MIGRATION # ECONOMIC CHANGE. 3.00 points.

Prerequisites: Econ BC3035 or Econ BC3033

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

Spring 2025: ECON BC3024

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3024	001/00765	T Th 11:40am - 12:55pm 328 Milbank Hall	Ashley Timmer	3.00	48/56

ECON UN3025 FINANCIAL ECONOMICS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201

ECON W3211, W3213 and STAT 1201.

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

Spring 2025: ECON UN3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/13471	T Th 2:40pm - 3:55pm 301 Uris Hall	Waldo Ojeda	3.00	89/125
ECON 3025	003/00763	T Th 1:10pm - 2:25pm 263 Macy Hall	Elham Saeidinezhad	3.00	72/100
ECON 3025	004/00782	M W 6:10pm - 7:25pm LI002 Milstein Center	Jose Cao-Alvira	3.00	69/100

Fall 2025: ECON UN3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/12087	M W 2:40pm - 3:55pm 207 Mathematics Building	Waldo Ojeda	3.00	102/150
ECON 3025	002/00983	M W 4:10pm - 5:25pm LI002 Milstein Center	Jose Cao-Alvira	3.00	92/100

ECON BC3026 Economics of the Public Sector. 3 points.

Prerequisites: (ECON BC3035 or ECON UN3211)

The purpose of the course is to think about public policy issues through an economic lens. We will explore the basic economic foundations of individual decision-making and discuss the ways in which economists hypothesize that individuals respond to the incentives embedded within public policies. We will pay particular attention to the nature and detail of existing public policies, and use economic analysis to predict how these policies might influence behavior. We will also explore some of the relevant empirical literature on a set of policy topics, to see how these predictions hold up.

Fall 2025: ECON BC3026

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3026	001/00068	M W 1:10pm - 2:25pm 140 Horace Mann Hall	Elizabeth Ananat	3	28/50

ECON BC3029 EMPIRICAL APPROACHES DEVLPMNT. 3.00 points.

Prerequisites: (ECON BC3035 or ECON BC3033) and ECON UN3412
ECON BC3035 or ECON BC3033, 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.

ECON BC3038 INTERNATIONAL MONEY # FINANCE. 3.00 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

Spring 2025: ECON BC3038

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3038	001/00779	M W 2:40pm - 3:55pm 152 Horace Mann Hall	Jose Cao-Alvira	3.00	58/60

Fall 2025: ECON BC3038

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3038	001/00071	M W 6:10pm - 7:25pm LI002 Milstein Center	Jose Cao-Alvira	3.00	73/70

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.

Fall 2025: ECON BC3039

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3039	001/00072	T Th 11:40am - 12:55pm 328 Milbank Hall	Kurt Semm	3	62/56

ECON BC3043 Monetary Theory # Policy. 3.00 points.

Prerequisites: ECON BC3033 and ECON BC3035

This course deals with topics in both monetary theory and monetary policy and is designed for students interested in monetary economics and/or those aiming at working in policy institutions such as central banks. Monetary economics examines the relationship between real economic variables at the aggregate level and nominal variables (such as the inflation rate, nominal interest rates, nominal exchange rates, and the supply of money). Therefore, monetary economics overlaps significantly with macroeconomics. However, students in this class learn the "Money View" framework as their analytical tool as it provides a more in-depth treatment of money and central banking than is customary in standard macroeconomics textbooks

Spring 2025: ECON BC3043

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3043	001/00759	T Th 2:40pm - 3:55pm 152 Horace Mann Hall	Elham Saeidinezhad	3.00	42/50

ECON BC3048 Introduction to Behavioral Economics. 3.00 points.

Prerequisites: ECON BC3035

This course reviews the assumption of rationality in microeconomic theory and presents evidence (primarily from experimental psychology and economics) of how judgement and decision-making systematically deviate from what rationality predicts

Spring 2025: ECON BC3048

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3048	001/00840	M W 10:10am - 11:25am LI002 Milstein Center	Jeffrey Carpenter	3.00	78/80

ECON BC3098 GUIDED RESEARCH IN ECONOMICS. 1.00-2.00 points.

1 or 2 points

Prerequisites: Instructors permission Provides students with the experience of participating in the research process by matching them to a faculty mentor who will put them to work on one of his or her current research projects

Spring 2025: ECON BC3098

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3098	001/00928		Martina Jasova	1.00-2.00	1/2
ECON 3098	002/00931		Martina Jasova	1.00-2.00	67/85

Fall 2025: ECON BC3098

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3098	001/00944		Martina Jasova	1.00-2.00	2/10
ECON 3098	002/01057		Homa Zarghamee	1.00-2.00	0/1
ECON 3098	003/01132		Sarah Gertler	1.00-2.00	4/4
ECON 3098	004/01148		Randall Reback	1.00-2.00	2/4
ECON 3098	005/01154		Ashley Wong	1.00-2.00	5/5
ECON 3098	006/01177		Kurt Semm	1.00-2.00	1/1

ECON BC3099 INDEPENDENT STUDY. 1.00-4.00 points.

Prerequisites: ECON BC3033 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

Fall 2025: ECON BC3099

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3099	001/01024		Alan Dye	1.00-4.00	1/5

ECON UN3265 MONEY AND BANKING. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 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

Spring 2025: ECON UN3265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3265	001/13553	T Th 2:40pm - 3:55pm 207 Mathematics Building	Tri Vi Dang	3.00	136/150

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. 4.00 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 2025: ECON BC3061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3061	001/00896	M 8:30am - 10:00am 405 Barnard Hall	Elizabeth Ananat	4.00	6/8
ECON 3061	002/00897	W 2:10pm - 4:00pm 277 Barnard Hall	Sharon Harrison	4.00	6/8
ECON 3061	003/00898	F 10:00am - 12:00pm 405 Barnard Hall	Kurt Semm	4.00	9/8

ECON BC3062 SENIOR THESIS II. 4.00 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 2025: ECON BC3062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3062	001/00877		Elizabeth Ananat	4.00	7/7
ECON 3062	002/00876	M 12:00pm - 2:00pm 913 Milstein Center	Kurt Semm	4.00	5/6

ECON BC3063 SENIOR SEMINAR. 4.00 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 instructors choice. See department for current topics and for senior requirement preference forms

Spring 2025: ECON BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3063	001/00864	Th 4:10pm - 6:00pm 214 Milbank Hall	Lalith Munasinghe	4.00	20/20
ECON 3063	002/00764	T 6:10pm - 8:00pm 912 Milstein Center	Elham Saeidinezhad	4.00	19/18
ECON 3063	003/00769	M 6:10pm - 8:00pm 308 Diana Center	Rajiv Sethi	4.00	16/16

Fall 2025: ECON BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3063	001/00851	M 2:10pm - 4:00pm 912 Milstein Center	Sharon Harrison	4.00	16/16
ECON 3063	002/00854	W 2:10pm - 4:00pm 912 Milstein Center	Ashley Timmer	4.00	16/16

Cross-Listed Courses

Economics

ECON UN1105 PRINCIPLES OF ECONOMICS. 4.00 points.

Corequisites: ECON UN1155

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 controlled

Spring 2025: ECON UN1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/13470	M W 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4.00	190/220
ECON 1105	002/13480	T Th 2:40pm - 3:55pm 309 Havemeyer Hall	Waseem Noor	4.00	164/210
ECON 1105	003/13536	T Th 1:10pm - 2:25pm 301 Uris Hall	Brendan O'Flaherty	4.00	107/200

Fall 2025: ECON UN1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 1105	001/12080	M W 8:40am - 9:55am 501 Schermerhorn Hall	Sunil Gulati	4.00	230/220
ECON 1105	002/12079	M W 11:40am - 12:55pm 501 Schermerhorn Hall	Prajit Dutta	4.00	190/189
ECON 1105	003/12083	T Th 2:40pm - 3:55pm 309 Havemeyer Hall	Waseem Noor	4.00	235/235

ECON UN2029 FED CHALLENGE WORKSHOP. 1.00 point.

Prerequisites: (ECON UN1105) *ECON W1105*.

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 UN2105 THE AMERICAN ECONOMY. 3.00 points.Prerequisites: *ECON W1105*.

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

Fall 2025: *ECON UN2105*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2105	001/14311	T Th 11:40am - 12:55pm 517 Hamilton Hall	Claudia Halbac	3.00	71/86

STEM BC2223 PROGRAMMING BEHAV SCIENCES. 4.00 points.**ECON UN2257 THE GLOBAL ECONOMY. 3.00 points.**Prerequisites: *ECON W1105*.

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

Spring 2025: *ECON UN2257*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 2257	001/13538	T Th 11:40am - 12:55pm 301 Pupin Laboratories	Waseem Noor	3.00	80/189

ECON UN3025 FINANCIAL ECONOMICS. 3.00 points.Prerequisites: *ECON UN3211* and *ECON UN3213* and *STAT UN1201* *ECON W3211*, *W3213* and *STAT 1201*.

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

Spring 2025: *ECON UN3025*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/13471	T Th 2:40pm - 3:55pm 301 Uris Hall	Waldo Ojeda	3.00	89/125
ECON 3025	003/00763	T Th 1:10pm - 2:25pm 263 Macy Hall	Elham Saeidinezhad	3.00	72/100
ECON 3025	004/00782	M W 6:10pm - 7:25pm LI002 Milstein Center	Jose Cao-Alvira	3.00	69/100

Fall 2025: *ECON UN3025*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3025	001/12087	M W 2:40pm - 3:55pm 207 Mathematics Building	Waldo Ojeda	3.00	102/150
ECON 3025	002/00983	M W 4:10pm - 5:25pm LI002 Milstein Center	Jose Cao-Alvira	3.00	92/100

ECON UN3211 INTERMEDIATE MICROECONOMICS. 4.00 points.Prerequisites: *ECON UN1105* and *MATH UN1101* and (*MATH UN1201* or *MATH UN1207*) *ECON W1105* or the equivalent; *MATH V1101*, *MATH V1201* (or *MATH V1207*).

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

Spring 2025: *ECON UN3211*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/13542	M W 2:40pm - 3:55pm 310 Fayerweather	Murat Yilmaz	4.00	72/96
ECON 3211	002/13544	M W 11:40am - 12:55pm 310 Fayerweather	Isaac Bjorke	4.00	96/96
ECON 3211	003/13545	M W 1:10pm - 2:25pm 310 Fayerweather	Isaac Bjorke	4.00	93/96
ECON 3211	004/13547	T Th 2:40pm - 3:55pm 329 Pupin Laboratories	Caterina Musatti	4.00	98/96

Fall 2025: *ECON UN3211*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3211	001/12089	M W 1:10pm - 2:25pm 203 Mathematics Building	Susan Elmes	4.00	90/110
ECON 3211	002/12090	T Th 1:10pm - 2:25pm 207 Mathematics Building	Caterina Musatti	4.00	132/130
ECON 3211	003/15051	M W 10:10am - 11:25am 501 Northwest Corner	Tam Mai	4.00	51/96

ECON UN3213 INTERMEDIATE MACROECONOMICS. 4.00 points.Prerequisites: (*MATH UN1101* or *MATH UN1207*) and *ECON UN1105* *ECON W1105* or the equivalent; *MATH V1101* or *MATH V1207*.Corequisites: *MATH UN1201*

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

Spring 2025: *ECON UN3213*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/13548	M W 8:40am - 9:55am 517 Hamilton Hall	Martin Uribe	4.00	40/86
ECON 3213	002/13551	M W 10:10am - 11:25am 517 Hamilton Hall	Martin Uribe	4.00	58/86
ECON 3213	003/13552	T Th 4:10pm - 5:25pm 402 Chandler	Irasema Alonso	4.00	147/125

Fall 2025: *ECON UN3213*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3213	001/12091	M W 1:10pm - 2:25pm 309 Havemeyer Hall	Xavier Sala-i-Martin	4.00	307/300
ECON 3213	002/12093	T Th 10:10am - 11:25am 402 Chandler	Emilien Gouin-Bonenfant	4.00	118/125

ECON UN3265 MONEY AND BANKING. 3.00 points.Prerequisites: *ECON UN3211* and *ECON UN3213* 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

Spring 2025: *ECON UN3265*

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3265	001/13553	T Th 2:40pm - 3:55pm 207 Mathematics Building	Tri Vi Dang	3.00	136/150

ECON UN3412 INTRODUCTION TO ECONOMETRICS. 4.00 points.

Prerequisites: (ECON UN3211 or ECON UN3213) and (MATH UN1201 or MATH UN1207) and STAT UN1201 *ECON W3211* or *W3213*; *STAT 1201* or *SIEO 3001*; and *MATH V1201* or *V1207*.

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

Spring 2025: ECON UN3412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/13554	T Th 4:10pm - 5:25pm 614 Schermerhorn Hall	Seyhan Erden	4.00	73/120
ECON 3412	002/13555	M W 11:40am - 12:55pm 517 Hamilton Hall	Michael Best	4.00	75/86
ECON 3412	003/13557	M W 2:40pm - 3:55pm 517 Hamilton Hall	Thomas Piskula	4.00	82/86

Fall 2025: ECON UN3412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3412	001/12095	T Th 4:10pm - 5:25pm 203 Mathematics Building	Seyhan Erden	4.00	94/110
ECON 3412	002/12204	M W 2:40pm - 3:55pm 310 Fayerweather	Simon Lee	4.00	67/96
ECON 3412	003/12099	T Th 5:40pm - 6:55pm 517 Hamilton Hall	Thomas Piskula	4.00	93/86

ECON GU4020 ECON OF UNCERTAINTY # INFORMTN. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 *ECON W3211*, *W3213* and *STAT 1201*.

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

Spring 2025: ECON GU4020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4020	001/17549	M W 4:10pm - 5:25pm 516 Hamilton Hall	Ingmar Nyman	3.00	26/50

ECON GU4211 ADVANCED MICROECONOMICS. 4.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and MATH UN2010 *ECON W3211*, *W3213*, and *MATH V2010*.

Corequisites: MATH UN2500, MATH GU4061

Prerequisites: ECON UN3211 and ECON UN3213 and MATH UN2010 Students must register for required discussion section. Corequisites: MATH UN2500 or 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. Discussion section required

Spring 2025: ECON GU4211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4211	001/13560	M W 1:10pm - 2:25pm 420 Pupin Laboratories	Susan Elmes	4.00	16/50

ECON GU4213 ADVANCED MACROECONOMICS. 4.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 *ECON W3211*, *W3213*, *W3412* and *MATH V2010*.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 Required discussion section ECON GU4214 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

Fall 2025: ECON GU4213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4213	001/12114	T Th 4:10pm - 5:25pm 503 Hamilton Hall	Irasema Alonso	4.00	18/54

ECON GU4228 URBAN ECONOMICS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Congestion and other games, and the pricing of transit services. Location theory and land rents. Segregation and discrimination. The fiscal structure of American cities. Zoning and the taking issue. Abandonment and city-owned property. Economic development, abatements, subsidies, and eminent domain. Crime, deadweight losses, and the allocation of police services.

Spring 2025: ECON GU4228

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4228	001/13562	T Th 10:10am - 11:25am 517 Hamilton Hall	Jason Barr	3.00	47/86

ECON GU4230 ECONOMICS OF NEW YORK CITY. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT Un1201 *ECON W3211*, *W3213* and *STAT 1201*.

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. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

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

Fall 2025: ECON GU4251

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4251	001/12127	M W 2:40pm - 3:55pm 517 Hamilton Hall	Pietro Tebaldi	3.00	39/86

ECON GU4280 CORPORATE FINANCE. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201
ECON W3211, ECON W3213 and STAT 1201.

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>

Spring 2025: ECON GU4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/13564	M W 11:40am - 12:55pm 390 Geffen Hall	Haran Segram	3.00	78/74
ECON 4280	002/13563	T Th 4:10pm - 5:25pm 207 Mathematics Building	Tri Vi Dang	3.00	58/90

Fall 2025: ECON GU4280

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4280	001/12133	T Th 11:40am - 12:55pm 390 Geffen Hall	Haran Segram	3.00	72/74
ECON 4280	002/12134	T Th 4:10pm - 5:25pm 310 Fayerweather	Tri Vi Dang	3.00	103/96

ECON GU4301 ECONOMIC GROWTH & DEVELOPMENT I. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211 and W3213.*

Prerequisites: ECON UN3211 and ECON UN3213 Empirical findings on economic development, theoretical development models; problems of efficient resource allocation in a growing economy; balanced and unbalanced growth in closed and open economic systems; the role of capital accumulation and innovation in economic growth

Fall 2025: ECON GU4301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4301	001/12222	M W 8:40am - 9:55am 310 Fayerweather	Xavier Sala-i-Martin	3.00	66/96

ECON GU4321 ECONOMIC DEVELOPMENT. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211 and W3213.*

Prerequisites: ECON UN3211 and ECON UN3213 Historical comparative examination of the economic development problems of the less developed countries; the roles of social institutions and human resource development; the functions of urbanization, rural development, and international trade

Fall 2025: ECON GU4321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4321	001/12138	T Th 1:10pm - 2:25pm 633 Seeley W. Mudd Building	Lisa Ho	3.00	20/86

ECON GU4325 ECONOMIC DEVELOPMENT OF JAPAN. 3.00 points.

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

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211 and W3213.*

Prerequisites: ECON UN3211 and ECON UN3213 The growth and structural changes of the post-World War II economy; its historical roots; interactions with cultural, social, and political institutions; economic relations with the rest of the world

Spring 2025: ECON GU4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4325	001/13565	T Th 8:40am - 9:55am 310 Fayerweather	David Weinstein	3.00	78/96

ECON GU4370 POLITICAL ECONOMY. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and STAT UN1201 or *ECON W3211, W3213, STAT 1201* (or *POLS 4710* for those who declared prior to Spring 2014).

The objective of this course is to develop understanding of how political institutions and behavior shape economic outcomes, and vice versa. Starting from the micro level study of political behavior, we will build up to analyze the internal workings of institutions and ultimately macro level economic and political outcomes. During the course we will cover the following topics • Limits and potential of markets • Public goods provision • Voting • Redistribution

Fall 2025: ECON GU4370

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4370	001/12139	M W 10:10am - 11:25am 517 Hamilton Hall	Alessandra Casella	3.00	48/86

ECON GU4400 LABOR ECONOMICS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211 and W3213.*

The labor force and labor markets, educational and man power training, unions and collective bargaining, mobility and immobility, sex and race discrimination, unemployment.

Spring 2025: ECON GU4400

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4400	001/13566	M W 10:10am - 11:25am 303 Uris Hall	Tatiana Mocanu	3.00	18/54

ECON GU4412 ADVANCED ECONOMETRICS. 4.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 *ECON W3211, ECON W3213, ECON W3412, MATH V2010.*

Prerequisites: ECON UN3211 and ECON UN3213 and ECON UN3412 and MATH UN2010 Students must register for required discussion section. The linear regression model will be presented in matrix form and basic asymptotic theory will be introduced. The course will also introduce students to basic time series methods for forecasting and analyzing economic data. Students will be expected to apply the tools to real data

Fall 2025: ECON GU4412

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4412	001/12141	T Th 2:40pm - 3:55pm 503 Hamilton Hall	Junnan He	4.00	13/54

ECON GU4415 GAME THEORY. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 Introduction to the systematic treatment of game theory and its applications in economic analysis

Spring 2025: ECON GU4415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/13676	T Th 1:10pm - 2:25pm 142 Uris Hall	Babak Somekh	3.00	80/96

Fall 2025: ECON GU4415

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4415	001/12143	M W 10:10am - 11:25am 310 Fayerweather	Evan Sadler	3.00	74/96

ECON GU4465 PUBLIC ECONOMICS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

Prerequisites: ECON UN3211 and ECON UN3213 Types of market failures and rationales for government intervention in the economy. Benefit-cost analysis and the theory of public goods. Positive and normative aspects of taxation. The U.S. tax structure

Spring 2025: ECON GU4465

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4465	001/17551	T Th 10:10am - 11:25am 332 Uris Hall	Jacob Bastian	3.00	48/54

ECON GU4480 GENDER # APPLIED ECONOMICS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211*, *W3213*.

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. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

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

Fall 2025: ECON GU4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4500	001/12144	T Th 10:10am - 11:25am 602 Hamilton Hall	Waseem Noor	3.00	52/86

ECON GU4750 GLOBALIZATION # ITS RISKS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211* and *W3213*.

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

Spring 2025: ECON GU4750

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 4750	001/13573	M W 5:40pm - 6:55pm 602 Hamilton Hall	Graciela Chichilnisky	3.00	70/86

Industrial Engineering and Operations Research**IEOR E2261 ACCOUNTING AND FINANCE. 3.00 points.**

Lect: 3.

Prerequisites: (ECON UN1105) ECON W1105

For undergraduates only. Examines the fundamental concepts of financial accounting and finance, from the perspective of both managers and investors. Key topics covered include principles of accrual accounting; recognizing and recording accounting transactions; preparation and analysis of financial statements; 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

Fall 2025: IEOR E2261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
IEOR 2261	002/17019	F 1:10pm - 3:40pm 329 Pupin Laboratories	Nadejda Zaets	3.00	101/100

Economics & Mathematics

1019 Milstein Learning Center

212-854-3454

Department Administrator: Regina Roberts

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 Chair: Daniela De Silva

Requirements for the Major

The Economics & Mathematics track requires a minimum of 15 courses (48 minimum credits).

Economics (8 courses)

ECON BC1003	Introduction to Economic Reasoning	3
ECON BC3018	ECONOMETRICS	4
ECON BC3033	INTERMEDTE MACROECONOMC THEORY	4
ECON BC3035	INTERMEDIATE MICROECONOMICS	4
ECON BC3041	THEORETICL FOUNDTNS-POLIT ECON	3.00
Select one of the following:		4
ECON BC3062	SENIOR THESIS II (two semesters of the Senior Thesis are optional)	
ECON BC3063	SENIOR SEMINAR *	

Two economics electives with an intermediate micro- or macroeconomic theory course as prerequisite

Mathematics (7 courses)

MATH UN1102 & MATH UN1201	CALCULUS II and CALCULUS III	6
MATH UN2010	LINEAR ALGEBRA	3
MATH UN2500	ANALYSIS AND OPTIMIZATION **	3
SIEO W3600	INTRO PROBABILITY/STATISTICS (or STAT GU4001)	4

Two electives at or above the 2000 level ***

* MATH UN3951 UNDERGRADUATE SEMINARS I, or an equivalent approved by the Chairs of the Mathematics and Economic departments is an acceptable alternative to ECON BC3063 SENIOR SEMINAR.

**MATH GU4061 INTRO 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 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.

Cross-Listed Courses

Economics (Barnard)

ECON BC3018 ECONOMETRICS. 4.00 points.

Prerequisites: ECON BC3033 or ECON BC3035, and ECON BC2411 or STAT W1111 or STAT W1211, or permission of the instructor.

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

Spring 2025: ECON BC3018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3018	001/00848	M W 1:10pm - 2:25pm 504 Diana Center	Sinem Sonmez	4.00	16/60

Fall 2025: ECON BC3018

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3018	001/00067	M W 10:10am - 11:25am 152 Horace Mann Hall	Ashley Wong	4.00	63/60

ECON BC3033 INTERMEDTE MACROECONOMC THEORY. 4.00 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 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00755	M W 11:40am - 12:55pm 302 Barnard Hall	Nuria Quella	4.00	46/50
ECON 3033	002/00756	M W 1:10pm - 2:25pm 418 Barnard Hall	Nuria Quella	4.00	57/70

Fall 2025: ECON BC3033

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3033	001/00069	M W 10:10am - 11:25am 418 Barnard Hall	Sarah Gertler	4.00	68/80

ECON BC3035 INTERMEDIATE MICROECONOMICS. 4.00 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

Spring 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00754	T Th 1:10pm - 2:25pm LI003 Barnard Hall	Lalith Munasinghe	4.00	46/65

Fall 2025: ECON BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3035	001/00070	M W 11:40am - 12:55pm 152 Horace Mann Hall	Elizabeth Ananat	4.00	22/50
ECON 3035	002/00078	T Th 1:10pm - 2:25pm 323 Milbank Hall	John Park	4.00	66/65
ECON 3035	003/01103	T Th 4:10pm - 5:25pm 504 Diana Center	John Park	4.00	57/70

ECON BC3041 THEORETICAL FOUNDATIONS-POLITICAL ECONOMY. 3.00 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

Spring 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00863	M W 4:10pm - 5:25pm 418 Barnard Hall	Kurt Semm	3.00	80/72
ECON 3041	002/00923	T Th 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	79/72

Fall 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00073	M W 10:10am - 11:25am 504 Diana Center	Kurt Semm	3.00	75/70
ECON 3041	002/00074	M W 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	77/72

ECON BC3061 SENIOR THESIS I. 4.00 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 2025: ECON BC3061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3061	001/00896	M 8:30am - 10:00am 405 Barnard Hall	Elizabeth Ananat	4.00	6/8
ECON 3061	002/00897	W 2:10pm - 4:00pm 277 Barnard Hall	Sharon Harrison	4.00	6/8
ECON 3061	003/00898	F 10:00am - 12:00pm 405 Barnard Hall	Kurt Semm	4.00	9/8

ECON BC3062 SENIOR THESIS II. 4.00 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 2025: ECON BC3062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3062	001/00877		Elizabeth Ananat	4.00	7/7
ECON 3062	002/00876	M 12:00pm - 2:00pm 913 Milstein Center	Kurt Semm	4.00	5/6

ECON BC3063 SENIOR SEMINAR. 4.00 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 instructors choice. See department for current topics and for senior requirement preference forms

Spring 2025: ECON BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3063	001/00864	Th 4:10pm - 6:00pm 214 Milbank Hall	Lalith Munasinghe	4.00	20/20
ECON 3063	002/00764	T 6:10pm - 8:00pm 912 Milstein Center	Elham Saeidinezhad	4.00	19/18
ECON 3063	003/00769	M 6:10pm - 8:00pm 308 Diana Center	Rajiv Sethi	4.00	16/16

Fall 2025: ECON BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3063	001/00851	M 2:10pm - 4:00pm 912 Milstein Center	Sharon Harrison	4.00	16/16
ECON 3063	002/00854	W 2:10pm - 4:00pm 912 Milstein Center	Ashley Timmer	4.00	16/16

Mathematics

MATH UN1101 CALCULUS I. **3.00 points.**

Prerequisites: see Courses for First-Year Students. Functions, limits, derivatives, introduction to integrals.

Prerequisites: (see Courses for First-Year Students). Functions, limits, derivatives, introduction to integrals, or an understanding of pre-calculus will be assumed. (SC)

Spring 2025: MATH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/00472	M W 1:10pm - 2:25pm 263 Macy Hall	Dusa McDuff	3.00	61/90
MATH 1101	002/15277	M W 4:10pm - 5:25pm 407 Mathematics Building	Qiyao Yu	3.00	21/30
MATH 1101	003/15278	M W 6:10pm - 7:25pm 312 Mathematics Building	Brian Harvie	3.00	99/100
MATH 1101	004/15280	T Th 10:10am - 11:25am 614 Schermerhorn Hall	Roger Van Peski	3.00	23/100
MATH 1101	005/15281	T Th 1:10pm - 2:25pm 207 Mathematics Building	Roger Van Peski	3.00	21/100
MATH 1101	006/15282	T Th 4:10pm - 5:25pm 407 Mathematics Building	Che Shen	3.00	20/30

Fall 2025: MATH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/00293	M W 10:10am - 11:25am LI002 Milstein Center	Cristian Iovanov	3.00	93/100
MATH 1101	002/00294	M W 1:10pm - 2:25pm 263 Macy Hall	Dusa McDuff	3.00	99/100
MATH 1101	003/00295	T Th 11:40am - 12:55pm 263 Macy Hall	Marco Castronovo	3.00	91/100
MATH 1101	004/00296	T Th 1:10pm - 2:25pm 263 Macy Hall	Marco Castronovo	3.00	62/100
MATH 1101	005/12500	M W 11:40am - 12:55pm 203 Mathematics Building	Evan Sorensen	3.00	109/110
MATH 1101	006/12503	M W 2:40pm - 3:55pm 203 Mathematics Building	Qiao He	3.00	62/100
MATH 1101	007/12504	M W 4:10pm - 5:25pm 203 Mathematics Building	Qiao He	3.00	27/100
MATH 1101	008/12505	T Th 10:10am - 11:25am 310 Fayerweather	Roger Van Peski	3.00	75/100
MATH 1101	009/12506	T Th 2:40pm - 3:55pm 312 Mathematics Building	Roger Van Peski	3.00	78/100
MATH 1101	010/12507	T Th 4:10pm - 5:25pm 312 Mathematics Building	Tianqing Zhu	3.00	48/100

MATH UN1102 CALCULUS II. **3.00 points.**

Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.

Prerequisites: MATH UN1101 or the equivalent. Methods of integration, applications of the integral, Taylors theorem, infinite series. (SC)

Spring 2025: MATH UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/00477	T Th 2:40pm - 3:55pm LI002 Milstein Center	Lindsay Piechnik	3.00	87/90
MATH 1102	002/15285	M W 10:10am - 11:25am 312 Mathematics Building	Evan Sorensen	3.00	49/100
MATH 1102	003/00493	M W 11:40am - 12:55pm 323 Milbank Hall	Wenjian Liu	3.00	37/100
MATH 1102	004/15287	M W 4:10pm - 5:25pm 606 Martin Luther King Building	Jingbo Wan	3.00	27/30
MATH 1102	005/15289	T Th 10:10am - 11:25am 417 Mathematics Building	Peter Voit	3.00	20/64
MATH 1102	006/15291	T Th 11:40am - 12:55pm 203 Mathematics Building	Dawei Shen	3.00	23/100
MATH 1102	007/15294	T Th 1:10pm - 2:25pm 312 Mathematics Building	Andres Ibanez Nunez	3.00	8/100

Fall 2025: MATH UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/00297	M W 11:40am - 12:55pm LI002 Milstein Center	Cristian Iovanov	3.00	97/100
MATH 1102	002/00298	M W 1:10pm - 2:25pm 405 Milbank Hall	Cristian Iovanov	3.00	101/100
MATH 1102	004/12512	T Th 8:40am - 9:55am 602 Hamilton Hall	Andres Ibanez Nunez	3.00	52/75
MATH 1102	005/12511	T Th 10:10am - 11:25am 503 Hamilton Hall	Andres Ibanez Nunez	3.00	22/75
MATH 1102	006/12513	T Th 6:10pm - 7:25pm 417 Mathematics Building	Elliott Stein	3.00	64/64

MATH UN1201 CALCULUS III. 3.00 points.

Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.
 Prerequisites: MATH UN1101 or the equivalent Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramers rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. (SC)

Spring 2025: MATH UN1201					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00494	M W 10:10am - 11:25am 405 Milbank Hall	Cristian Iovanov	3.00	30/90
MATH 1201	002/00496	M W 11:40am - 12:55pm 405 Milbank Hall	Cristian Iovanov	3.00	56/90
MATH 1201	003/15298	M W 2:40pm - 3:55pm 312 Mathematics Building	Deeparaj Bhat	3.00	93/100
MATH 1201	004/15300	T Th 1:10pm - 2:25pm 203 Mathematics Building	Deeparaj Bhat	3.00	84/100
MATH 1201	005/15301	T Th 4:10pm - 5:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	90/100
MATH 1201	006/15302	T Th 6:10pm - 7:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	86/100
Fall 2025: MATH UN1201					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00300	M W 8:40am - 9:55am 405 Milbank Hall	Daniela De Silva	3.00	105/100
MATH 1201	002/00301	T Th 4:10pm - 5:25pm LI002 Milstein Center	Lindsay Piechnik	3.00	85/100
MATH 1201	003/00302	T Th 2:40pm - 3:55pm 405 Milbank Hall	Lindsay Piechnik	3.00	94/100
MATH 1201	004/12517	M W 4:10pm - 5:25pm 312 Mathematics Building	Deeparaj Bhat	3.00	104/110
MATH 1201	005/12516	M W 6:10pm - 7:25pm 312 Mathematics Building	Deeparaj Bhat	3.00	89/110
MATH 1201	006/12515	T Th 10:10am - 11:25am 312 Mathematics Building	Gyujin Oh	3.00	110/110
MATH 1201	007/12514	T Th 11:40am - 12:55pm 312 Mathematics Building	Gyujin Oh	3.00	108/110
MATH 1201	008/12925	T Th 1:10pm - 2:25pm 203 Mathematics Building	Anh Duc Vo	3.00	96/110

MATH UN2010 LINEAR ALGEBRA. 3.00 points.

Prerequisites: *MATH V1201*, or the equivalent.
 Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

Spring 2025: MATH UN2010					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00487	M W 8:40am - 9:55am 263 Macy Hall	Wenjian Liu	3.00	82/100
MATH 2010	002/00491	M W 2:40pm - 3:55pm LI002 Milstein Center	Lindsay Piechnik	3.00	79/90
MATH 2010	003/15325	T Th 10:10am - 11:25am 312 Mathematics Building	Qiao He	3.00	61/100
MATH 2010	004/15328	T Th 11:40am - 12:55pm 312 Mathematics Building	Qiao He	3.00	78/100
MATH 2010	005/15331	T Th 4:10pm - 5:25pm 312 Mathematics Building	Elliott Stein	3.00	54/64
Fall 2025: MATH UN2010					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00303	M W 10:10am - 11:25am 408 Zankel	Lindsay Piechnik	3.00	87/90
MATH 2010	002/12525	M W 8:40am - 9:55am 207 Mathematics Building	Yoonjoo Kim	3.00	58/100
MATH 2010	003/12524	M W 11:40am - 12:55pm 312 Mathematics Building	Yoonjoo Kim	3.00	100/100
MATH 2010	004/12523	T Th 10:10am - 11:25am 326 Uris Hall	Andrew Blumberg	3.00	38/100
MATH 2010	005/12522	T Th 4:10pm - 5:25pm 717 Hamilton Hall	Yujie Xu	3.00	16/100

MATH UN2030 ORDINARY DIFFERENTIAL EQUATIONS. 3.00 points.

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102-MATH V1201* or the equivalent.
 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

Spring 2025: MATH UN2030					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/15344	M W 10:10am - 11:25am 207 Mathematics Building	Dawei Shen	3.00	69/100
MATH 2030	002/15345	T Th 11:40am - 12:55pm 207 Mathematics Building	Panagiota Daskalopoulos	3.00	98/100
Fall 2025: MATH UN2030					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/12528	M W 11:40am - 12:55pm 207 Mathematics Building	Dawei Shen	3.00	65/100
MATH 2030	002/12527	M W 6:10pm - 7:25pm 520 Mathematics Building	Tat Sang Fung	3.00	27/49
MATH 2030	003/12526	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Dawei Shen	3.00	68/100

MATH UN2500 ANALYSIS AND OPTIMIZATION. 3.00 points.

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102-MATH V1201* or the equivalent and *MATH V2010*.

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, constrained optimization, Kuhn-Tucker conditions. Elements of the calculus of variations and optimal control. (SC)

Spring 2025: MATH UN2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/15346	T Th 10:10am - 11:25am 203 Mathematics Building	Xi Shen	3.00	100/100

Fall 2025: MATH UN2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/12529	M W 10:10am - 11:25am 312 Mathematics Building		3.00	76/100
MATH 2500	002/12530	M W 11:40am - 12:55pm 417 Mathematics Building	Myungsin Cho	3.00	37/100

MATH UN3951 UNDERGRADUATE SEMINARS I. 3.00 points.

Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission.

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 2025: MATH UN3951

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3951	001/00304		Alisa Knizel	3.00	58/64

MATH GU4061 INTRO MODERN ANALYSIS I. 3.00 points.

Prerequisites: MATH UN1202 *MATH V1202* or the equivalent, and *MATH V2010*. The second term of this course may not be taken without the first.

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, sequences and series, continuity, differentiation, integration, uniform convergence, Ascoli-Arzelà theorem, Stone-Weierstrass theorem

Spring 2025: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/15369	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	Julien Dubedat	3.00	48/100

Fall 2025: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	002/12540	M W 2:40pm - 3:55pm 413 Kent Hall	Sven Hirsch	3.00	71/85
MATH 4061	003/12928	M W 4:10pm - 5:25pm 413 Kent Hall	Sven Hirsch	3.00	73/85

Statistics**SIEO W3600 INTRO PROBABILITY/STATISTICS. 4.00 points.****STAT GU4001 INTRODUCTION TO PROBABILITY AND STATISTICS. 3.00 points.**

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 tests, linear regression. This course replaces SIEO 4150

Spring 2025: STAT GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4001	001/14003	T Th 6:10pm - 7:25pm 329 Pupin Laboratories	Cristian Pasarica	3.00	77/100
STAT 4001	002/14004	M W 1:10pm - 2:25pm 517 Hamilton Hall	Sumit Mukherjee	3.00	38/86

Fall 2025: STAT GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4001	001/13736	M W 6:10pm - 7:25pm 301 Uris Hall	Arian Maleki	3.00	89/200

Education

701 Milstein Center

212-854-7072

education@barnard.edu

Program Director/Chair: Professor Maria Rivera Maulucci
Department Administrator: Amy Shire (ashire@barnard.edu)

THE STUDY OF EDUCATION

The Barnard Education Program envisions education as an emancipatory human right that develops people's capacities to think critically and act creatively for peace, justice, and sustainability in local and global contexts. Education is a fundamental human activity that occurs in formal and informal settings as people interact within their social, historical, and physical environments. The program educates students to draw on interdisciplinary research and perspectives in order to critically analyze the role of education in society, and to create and sustain equitable educational practices and policies for all.

PROGRAMS OF STUDY

The Barnard Education Program is committed to strengthening public education and addressing issues of equity and social justice, particularly in urban schools. We offer two tracks in Education: Education Studies (Major and Minor, and Urban-Teaching Minors/Special Programs (leading to teacher certification in Elementary/Childhood Education or Secondary-Adolescent Education). In all tracks, students develop critical lenses to understand education as a fundamental human activity that occurs across many settings; to analyze the issues facing public schools; and to consider ways to promote fair and inclusive policies and practices for children and youth. The classes are open to all undergraduates at Columbia (BC, SEAS, GS, CC).

Education Studies

Education Studies is an interdisciplinary program for students who wish to understand, critically analyze, and conduct research on the role of education in society. Our students draw on a wide range of theoretical and empirical scholarship to study education as a social,

cultural, and historical process. We understand education as much more than schooling, even as schooling is central to many of our concerns. Students who pursue the major or the minor/special concentration in Education Studies learn to evaluate educational policy, practice, and research through a critical, equity-oriented lens. Our graduates will be prepared to act creatively for peace, justice, and sustainability in local and global educational contexts. Education Studies 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, as well as to pursue teacher certification through a graduate program. Education Studies does not lead to teacher certification.

Education Studies Major: The Education Studies major is designed for students whose primary interest is in pursuing Education as their major course of study. Education Studies majors concentrate in one of three areas: Education, Culture, and Society; Educational Policy; or Comparative and International Education. In their senior year, they conduct an original inquiry project. The Education Major is open to all students at Barnard College, Columbia College and the School of General Studies.

Education Studies Minor: Education Studies minors pursue similar coursework to that undertaken by the majors. This course of study is intended to complement a major's disciplinary specialization and methodological training. In addition to the requirements of the minor, students must complete a major. The Education Studies minor is open to all students at Barnard College, Columbia College, and the College of General Studies.

For further information, and to apply to the major or minor tracks, please visit our [website](#)

Urban Teaching Minors/Special Programs

This track is for students who want to graduate from college with teacher certification. Our goal is to prepare students to become skilled and reflective teachers who can effectively respond to the learning needs of diverse learners, and create 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.

This program is registered by the New York State Department of Education and accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Students who complete the program will be recommended for Initial Certification in either Childhood Education (Grades 1-6) or Adolescent Education (Grades 7-12). We provide ongoing support to program completers through our Barnard Teacher Network.

To apply to the Urban Teaching tracks, please visit our [website](#). Students are encouraged to apply for admission by March of the sophomore year but no later than April 30th of their sophomore year. Those who plan to study abroad during their junior year should apply by the spring of their first year, but no later than the first Tuesday in September of the 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.

Professors

Maria Rivera Maulucci (Program Director/Chair)

Thea Abu El-Haj

Assistant Professors

Nora Gross

Amelia Herbert (joint appointment with Urban Studies)

Senior Lecturer and Certification Officer

Lisa Edstrom

Term Assistant Professors

Fawziah Qadir

Adjunct Instructors

Ishrat Ahmed

Orubba Almansouri

Althea Hoard

Ileana Jimenez

Rachel Throop

Requirements for the Education Studies Major

To complete the Major (BC) in Education Studies, students must complete a minimum of 40 points of course work, listed below. The Education Studies major is open to all students at at Barnard College, Columbia College and the College of General Studies.

The Education Studies track requires a minimum of eleven courses:

Requirement A - Foundational Coursework

EDUC BC1510	FOUNDATIONS OF EDUCATION
URBS UN3310	RACE. SPACE, URB SCHOOLS

Requirement B - Field Studies

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING
EDUC BC3040	MIGRATION, GLOBALIZATION, AND EDUCATION
EDUC BC3034	Families, Communities, and Schools
EDUC BC3059	Computer Science in the City: Content # Pedagogical Methods

Requirement C - Concentration Courses

Select 6 of the following: ^{At least 3 courses must be EDUC courses. At least 2 courses must be in other departments. Course selection to be determined with adviser.}

EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY
EDUC BC3042	GENDER, SEXUALITY, AND SCHOOL
EDUC BC3045	COMPLICATING CLASS: EDUCATION AND THE LIMITS OF EQUITY
EDUC BC3040	MIGRATION, GLOBALIZATION, AND EDUCATION
EDUC BC3250	EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY

EDUC BC3044	EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS
EDUC BC3034	Families, Communities, and Schools
EDUC BC3030	Critical Pedagogies
PHIL UN2100	Philosophy of Education
SOCI UN3225	SOCIOLOGY OF EDUCATION
ECON BC3012	THE ECONOMICS OF EDUCATION
PSYC BC2134	Educational Psychology
CSER UN3928	COLONIZATION/DECOLONIZATION
HRTS UN3001	INTRODUCTION TO HUMAN RIGHTS
Other Courses You may count other electives not listed here toward the Concentration Courses requirement. These courses must be reviewed with your adviser before enrollment.	
Requirement D - Senior Capstone	
EDUC BC3088	Senior Research Seminar: Methods of Inquiry
EDUC BC3089	Senior Research Seminar: Inquiry

Requirements for the Special Program in Urban Teaching

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 32-34 credits as follows:

Requirement A - Educational Foundations For students who have already taken EDUC BC3032, PHIL UN2100, SOCI UN3225, or ECON BC3012 to fulfill Requirement A prior to Fall 2018 do not need to enroll in EDUC BC1510 to fulfill the requirement.

EDUC BC1510	FOUNDATIONS OF EDUCATION	4

Requirement B - Psychology

Select one of the following: 3-4.5

PSYC BC1115	Cognitive Psychology
PSYC BC1129	Developmental Psychology
PSYC BC2134	Educational Psychology
PSYC UN1420	RESEARCH METHODS - HUMAN BEHAVIOR *

Requirement C - Pedagogical Elective

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3058	SCIENCE IN THE CITY II

Requirement D - Pedagogical Core

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	6

EDUC BC3053	MULTICULTURAL ELEMENTARY PEDA	4
EDUC BC3063	STUDENT TEACHING/URBAN SCHOOLS	6
EDUC BC3064	SEM: ISSUES URBAN TEACHING	4

Requirement E - Content Core

Visit <https://education.barnard.edu/UrbanTeaching/LiberalArtsandSciencesRequirements> for more information.

Requirement F - Clinical Experiences

Visit <https://education.barnard.edu/UrbanTeaching/ClinicalExperiences> 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 # Research Seminar: Toddler Center, PSYC BC3466 FIELD WORK # RESEARCH SEMINAR: 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 32-34 credits from the following course of study:

Requirement A - Educational Foundations For students who have already taken EDUC BC3032, PHIL UN2100, SOCI UN3225, or ECON BC3012 to fulfill Requirement A prior to Fall 2018 do not need to enroll in EDUC BC1510 to fulfill the requirement.

EDUC BC1510	FOUNDATIONS OF EDUCATION	4

Requirement B - Psychology

Select one of the following: 3-4.5

PSYC BC1107	Psychology of Learning
PSYC BC1115	Cognitive Psychology
PSYC BC1129	Developmental Psychology
PSYC BC2134	Educational Psychology
PSYC BC3382	ADOLESCENT PSYCHOLOGY
PSYC UN1420	RESEARCH METHODS - HUMAN BEHAVIOR *

Requirement C - Pedagogical Elective Must be related to your certification subject area.

Select one of the following:

EDUC BC3050	SCIENCE IN THE CITY
EDUC BC3052	MATH # THE CITY
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL
EDUC BC3058	SCIENCE IN THE CITY II

Requirement D - Pedagogical Core

EDUC BC3025	INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE	4
EDUC BC3054	MULTICULTURAL SECONDARY PEDAG	4.00
EDUC BC3065	SECONDARY STU TCHNG URB SCHLS	6.00
EDUC BC3064	SEM: ISSUES URBAN TEACHING	4
EDUC BC3061	ASSESSMENT OF TEACHING	3.00

Requirement E - Statistics

Requirement F - Clinical Experiences

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, 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 AAQEP 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).

Certification is based on demonstrated competency in both academic and field settings. Students are required to complete a minimum of 520 hours of educational-based clinical experiences in the certification area sought, including 100 hours of supervised field-based experiences prior to student teaching, and 70+ days (420+ hours) of student teaching. Students must pass the New York State Teacher Certification Examinations. Also required are workshops in Child Abuse Identification; School Violence Intervention and Prevention; and the Dignity for All Students Act (DASA), offered on-line and at Teachers College.

Requirements for the Education Studies Minor

To complete the Minor (BC) or Special Concentration (CC/GS) in Education Studies, students must complete 21-24 points of course work, listed below.

The Education Studies track requires a minimum of five courses:

Requirement A - Educational Foundations		
EDUC BC1510	FOUNDATIONS OF EDUCATION	4
Requirement B - Educational Electives		
Select three of the following: Two Educational elective courses must be EDUC courses. One may be from another department.		
EDUC BC3030	Critical Pedagogies	
EDUC BC3032	INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY	
EDUC BC3034	Families, Communities, and Schools	
EDUC BC3040	MIGRATION, GLOBALIZATION, AND EDUCATION	
EDUC BC3042	GENDER, SEXUALITY, AND SCHOOL	
EDUC BC3044	EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS	

EDUC BC3045	COMPLICATING CLASS: EDUCATION AND THE LIMITS OF EQUITY	
EDUC BC3250	EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY	
EDUC BC3051	SEMINAR URBAN EDUCATION	4.00
URBS UN3310	RACE. SPACE, URB SCHOOLS	
AMST UN3931	Topics in American Studies (Sec. 002: Race, Poverty, and American Criminal Justice or Sec. 003: Equity in Higher Education)	
CSER UN3928	COLONIZATION/DECOLONIZATION	
ECON BC3012	THE ECONOMICS OF EDUCATION	
PHIL UN2100	Philosophy of Education	
PSYC BC2134	Educational Psychology	
PSYC BC3363	PEDAGOGY HIGHER EDUC:PSYCH	
PSYC BC3382	ADOLESCENT PSYCHOLOGY	
SOCI UN3225	SOCIOLOGY OF EDUCATION	
SOCI W3923	Adolescent Society	
SOCI UN3974	SOCI OF SCHOOLS,TEACH,LEARNING *	

Requirement C - Pedagogical Elective		
Select one of the following:		
EDUC BC3050	SCIENCE IN THE CITY	
EDUC BC3052	MATH # THE CITY	
EDUC BC3055	ARTS AND HUMANITIES IN THE CITY:CRITICAL	
EDUC BC3058	SCIENCE IN THE CITY II	
EDUC BC3059	Computer Science in the City: Content # Pedagogical Methods	4.00

* Courses offered at Columbia

EDUC BC1510 FOUNDATIONS OF EDUCATION. 3.00 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					
Spring 2025: EDUC BC1510					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00795	M W 4:10pm - 5:25pm 203 Diana Center	Ishrat Ahmed	3.00	43/40
EDUC 1510	002/00796	T Th 11:40am - 12:55pm LI001 Milstein Center	Fawziah Qadir	3.00	53/50
Fall 2025: EDUC BC1510					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00413	M W 10:10am - 11:25am LI001 Milstein Center	Drew Chambers	3.00	41/40
EDUC 1510	002/00414	T Th 4:10pm - 5:25pm 302 Barnard Hall	Ishrat Ahmed	3.00	43/40

EDUC BC3032 INVESTIGATING THE PURPOSES AND AIMS OF EDUCATION POLICY. 4.00 points.

Prerequisites: the instructor's permission. Open to all students, preference given to Urban Teaching, Ed Studies and Urban Studies. Enrollment limited to 15 students for each section.

Prerequisites: the instructors permission. Course enrollment will be determined after the first class meeting. Open to all students; preference given to Urban Teaching, Education Studies, and Urban Studies students. This course explores a broad continuum of educational policies, with a critical eye toward the impact these policies have on promoting equity and justice. Because no one course can do everything, our focus will be on educational policy in the United States. However, a major research assignment will be for you to do a critical analysis of one of these policies in the context of another country

EDUC BC3044 EDUCATION AND SOCIAL CHANGE IN COMPARATIVE GLOBAL CONTEXTS. 4.00 points.

This course will examine the relationship between education and social change in different regions of the world, with a focus on vulnerable populations (e.g., indigenous groups, street and working children, immigrants, women and girls; refugees)

Fall 2025: EDUC BC3044

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3044	001/00422	Th 2:10pm - 4:00pm LI001 Milstein Center	Fawziah Qadir	4.00	15/24

EDUC BC3050 SCIENCE IN THE CITY. 4.00 points.

Prerequisites: the instructor's permission.

Prerequisites: the instructors permission. In partnership with the American Museum of Natural History students investigate science, science pedagogical methods, and ways to use 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

Fall 2025: EDUC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3050	001/00423	F 10:10am - 12:00pm 119 Milstein Center	Althea Hoard	4.00	10/20

EDUC BC3051 SEMINAR URBAN EDUCATION. 4.00 points.

This seminar serves as the capstone course for students pursuing the Education Studies minor/special concentration or the Urban Studies major/concentration with an Urban Education Specialization. The Seminar in Urban Education explores the historical, political and socio-cultural dynamics of urban education in the U.S. context. Over time, a range of social actors have intervened in the "problem" of urban education, attempting to reshape and reform urban schools. Others have disputed this "problem" focused approach, arguing that policy makers, teachers, and researchers should start from the strengths and capacities located in urban communities. Despite decades of wide ranging reform efforts, however, many urban schools still fail to provide their students with an adequate, equitable education. Seminar in Urban Education investigates this paradox by pursuing three central course questions: 1) How have various social actors tried to achieve equity in urban schools over time? 2) What are the range and variation of assets and challenges found in urban schools? and 3) Considering this history and context, what would effective reform in a global city like NYC look like? Students will engage these questions not only through course readings and seminar discussions, but through a 40-hour field placement in a New York City public school classroom, extra-curricular program, or other education based site

EDUC BC3053 MULTICULTURAL ELEMENTARY PEDA. 4.00 points.

This seminar will engage prospective teachers in developing effective strategies for teaching at the elementary school level in ways that draw upon five specific domains of knowledge: knowledge of self, content, pedagogy, context and students. Students will be introduced to a variety of teaching approaches and develop ways to adapt them to teach various subjects to students in urban public school settings, understanding the intellectual, social and emotional needs of elementary school students. Students will learn to write lesson plans, develop assessments and practice teaching in "microteaching" sessions taught to peers. We will explore state standards, approaches to classroom management, and Universal Design for Learning as we develop approaches to create caring, democratic learning communities

Fall 2025: EDUC BC3053

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3053	001/00426	W 4:10pm - 7:00pm 111 Milstein Center	Lisa Edstrom	4.00	2/10

EDUC BC3054 MULTICULTURAL SECONDARY PEDAG. 4.00 points.

What does it mean to be an excellent teacher? The Seminar in Secondary Multicultural Pedagogy will engage this question as you work to develop methods for teaching your subject(s) in ways that draw upon five specific domains of knowledge: knowledge of self, content, pedagogical methods, context, and students. You will be introduced to a variety of multicultural teaching approaches and develop ways to adapt them to your particular subject area and to the intellectual, social, and emotional needs of adolescent learners. Throughout the course, we will consider how to effectively differentiate instruction for and support ELL students and students with special needs. Seminar sessions will include discussions, presentations of lessons, group activities, and problem-solving issues teachers encounter in the classroom. We will explore culturally responsive approaches to: learning; learning standards; instruction and assessment; creating caring, democratic learning communities; selecting curriculum content, and engaging all students in learning. Assignments will ask you to reflect on the teaching/learning process in general, and on the particulars of teaching your academic discipline. We will accomplish this through lesson planning, practice teaching two mini-lessons, observing your peers teaching and offering feedback, and exploring stances and strategies for multicultural pedagogy in your content area

Fall 2025: EDUC BC3054

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3054	001/00427	W 4:10pm - 7:00pm 111 Milstein Center	Lisa Edstrom	4.00	8/10

EDUC BC3055 ARTS AND HUMANITIES IN THE CITY:CRITICAL. 4.00 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

Spring 2025: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00460	Th 12:10pm - 2:00pm 113 Milstein Center	Drew Chambers	4.00	17/20

Fall 2025: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00428	Th 10:10am - 12:00pm 113 Milstein Center	Drew Chambers	4.00	12/20

EDUC BC3064 SEM: ISSUES URBAN TEACHING. 4.00 points.

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

Fall 2025: EDUC BC3064

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3064	001/00430	T 4:10pm - 7:00pm 404 Barnard Hall	Maria Rivera Maulucci	4.00	7/12

EDUC BC3150 SCIENCE IN THE CITY FIELDWORK LAB. 0.00 points.**Fall 2025: EDUC BC3150**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3150	001/00437	T 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	4/10
EDUC 3150	002/00438	W 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	4/10
EDUC 3150	003/00439	Th 2:10pm - 6:00pm Room TBA	Althea Hoard	0.00	2/10

EDUC BC3155 ARTS#HUMANITIES IN CITY FIELDWORK LAB. 0.00 points.**Spring 2025: EDUC BC3155**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3155	001/00799	M 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	5/10
EDUC 3155	002/00800	W 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	10/10

Fall 2025: EDUC BC3155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3155	001/00442	M 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	4/10
EDUC 3155	002/00443	W 2:10pm - 6:00pm Room TBA	Drew Chambers	0.00	2/10

EDUC BC1510 FOUNDATIONS OF EDUCATION. 3.00 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

Spring 2025: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00795	M W 4:10pm - 5:25pm 203 Diana Center	Ishrat Ahmed	3.00	43/40
EDUC 1510	002/00796	T Th 11:40am - 12:55pm LI001 Milstein Center	Fawziah Qadir	3.00	53/50

Fall 2025: EDUC BC1510

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 1510	001/00413	M W 10:10am - 11:25am LI001 Milstein Center	Drew Chambers	3.00	41/40
EDUC 1510	002/00414	T Th 4:10pm - 5:25pm 302 Barnard Hall	Ishrat Ahmed	3.00	43/40

EDUC BC3025 INCLUSIVE APPROACHES TO TEACHING LITERACY: THEORY AND PRACTICE. 6.00 points.

This seminar engages students in an exploration of how schools prepare students to be literate across multiple subject areas. Engaging students with theory and practice, we will look at how students learn to read and write, considering approaches for literacy instruction from early childhood through adolescence. Understanding that schools are required to meet the needs of diverse learners, we will explore literacy instruction for K-12 students with special needs, multilingual learners, and students from diverse cultural backgrounds. This course requires 60 hours of clinical experience (fieldwork)

Spring 2025: EDUC BC3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3025	001/00798	T 9:00am - 11:50am 501 Diana Center	Drew Chambers	6.00	8/16

EDUC BC3030 Critical Pedagogies. 4.00 points.

This course explores education as a process through which critical consciousness and epistemic justice combat oppression in communities. Students will connect seminal work by critical pedagogues, such as Paulo Freire and bell hooks, to systemic educational challenges and lived experience. As a class, we will investigate power dynamics and structural inequalities at the systemic, institutional, interpersonal and individual levels. Students will problem-pose, dialogue and create pedagogical tools through praxis, by integrating the theory learned in the class to educational practice

Fall 2025: EDUC BC3030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3030	001/00415	T 2:10pm - 4:00pm 119 Milstein Center	Fawziah Qadir	4.00	22/24

EDUC BC3040 MIGRATION, GLOBALIZATION, AND EDUCATION. 4.00 points.

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? This seminar will explore the following questions: What is globalization and why is it leading to new patterns of migration? How do children and youth experience ruptures and continuities across contexts of migration? How do language policies affect young people's capacity to be educated in a new land? What does it mean to forge a sense of belonging and citizenship in a "globalized" world, and how does this challenge our models of national citizenship? How are the processes by which young people are incorporated into their new country entwined with structures of race, class, and gender? Drawing on fiction, autobiography, and anthropological and sociological research this class will explore these questions from a variety of disciplinary perspectives

Fall 2025: EDUC BC3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3040	001/00419	M 10:10am - 12:00pm 113 Milstein Center	Orubba Almansouri	4.00	9/20

EDUC BC3042 GENDER, SEXUALITY, AND SCHOOL. 4.00 points.

Broadly, this course explores the relationship between gender, sexuality, and schooling across national contexts. We begin by considering theoretical perspectives, exploring the ways in which gender and sexuality have been studied and understood in the interdisciplinary field of education. Next, we consider the ways in which the subjective experience of gender and sexuality in schools is often overlooked or inadequately theorized. Exploring the ways that race, class, citizenship, religion and other categories of identity intersect with gender and sexuality, we give primacy to the contention that subjectivity is historically complex, and does not adhere to the analytically distinct identity categories we might try to impose on it

Spring 2025: EDUC BC3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3042	001/00442	M 11:00am - 12:50pm 306 Milbank Hall	Ileana Jimenez	4.00	18/20

EDUC BC3051 SEMINAR URBAN EDUCATION. 4.00 points.

This seminar serves as the capstone course for students pursuing the Education Studies minor/special concentration or the Urban Studies major/concentration with an Urban Education Specialization. The Seminar in Urban Education explores the historical, political and socio-cultural dynamics of urban education in the U.S. context. Over time, a range of social actors have intervened in the "problem" of urban education, attempting to reshape and reform urban schools. Others have disputed this "problem" focused approach, arguing that policy makers, teachers, and researchers should start from the strengths and capacities located in urban communities. Despite decades of wide ranging reform efforts, however, many urban schools still fail to provide their students with an adequate, equitable education. Seminar in Urban Education investigates this paradox by pursuing three central course questions: 1) How have various social actors tried to achieve equity in urban schools over time? 2) What are the range and variation of assets and challenges found in urban schools? and 3) Considering this history and context, what would effective reform in a global city like NYC look like? Students will engage these questions not only through course readings and seminar discussions, but through a 40-hour field placement in a New York City public school classroom, extra-curricular program, or other education based site

EDUC BC3052 MATH # THE CITY. 4.00 points.

Prerequisites: the instructor's permission.

Prerequisites: the instructors 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 the City as a resource. Students will explore implications for working with diverse populations. Non-math majors, pre-service elementary students and first-year students welcome. Fieldwork and field trips required. Note: Students in the Childhood Urban Teaching Program may use this course as a pedagogical elective

Spring 2025: EDUC BC3052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3052	001/00495	W 10:10am - 12:00pm 306 Milbank Hall	Maria Rivera Maulucci	4.00	8/20

EDUC BC3058 SCIENCE IN THE CITY II. 4.00 points.

Prerequisites: the instructors 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

EDUC BC3063 STUDENT TEACHING/URBAN SCHOOLS. 6.00 points.

Prerequisites: completion of EDUC BC2052 or EDUC BC2062 and EDUC BC2055, with grades of B or better. NYCDOE 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 BC3063 and EDUC BC3064

Spring 2025: EDUC BC3063

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3063	001/00464	T 4:10pm - 6:00pm 225 Milbank Hall	Drew Chambers	6.00	4/5

EDUC BC3065 SECONDARY STUDENT TEACHING URBAN SCHOOLS. 6.00 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

Spring 2025: EDUC BC3065

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3065	001/00465	T 4:10pm - 6:00pm 225 Milbank Hall	Ishrat Ahmed	6.00	4/5

EDUC BC3089 Senior Research Seminar: Inquiry. 4.00 points.

This is the second semester of a year-long senior capstone experience for Educational Studies majors. Over the course of the year, you will design and carry-out an inquiry project, and you will report on this project through an appropriate medium, for a specific purpose and audience

Spring 2025: EDUC BC3089

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3089	001/00484	T 4:10pm - 6:00pm LI001 Milstein Center	Thea Abu El-Haj	4.00	10/12
EDUC 3089	002/00485	T 4:10pm - 6:00pm LI001 Milstein Center	Rachel Longa	4.00	10/12

URBS UN3310 RACE, SPACE, URBAN SCHOOLS. 3.00 points.

Many people don't think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who looked very much like us. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly multiracial. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions. We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the connections between city schools and their local contexts? What does it mean to be a "neighborhood school"? How do changes in neighborhoods change schools? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools. This course will extend your understanding of key anthropological and sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory

Spring 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00492	Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

Fall 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00433	W 2:10pm - 4:00pm 203 Diana Center	Amelia Herbert	3.00	33/40

EDUC BC3250 EDUCATION IN A POLARIZED AND UNEQUAL SOCIETY. 4.00 points.

The rise in political polarization and social inequality over the past few decades has challenged the ideals that public schools were founded on nearly two centuries ago. In the past few years, we have witnessed a surge in homophobic, racist, misogynist, and xenophobic rhetoric in our society and our schools. At the same time, teachers in classrooms across this country have been engaged in the difficult work of challenging oppression and injustice in their schools, communities, and nation. These teachers know that the future of our democracy is at stake. Using a historical and sociological framework, this course examines the past and present conditions that have led to political polarization, escalating inequality, and persistent injustice. It seeks to examine the lineage of racism, sexism, nativism, and imperialism on our nation and its schools and to consider the extent to which these challenges are uniquely American or part of a more global phenomenon. It offers an introduction to the deep current of American social, political, and economic culture that many argue has produced the challenges that our nation faces today: personal and political gain marred by intolerance, derived from wealth, and rooted in the history of segregation, sexism, and exploitation. Instead of seeing these challenges as separate entities, the course acknowledges the intersectional nature of power and politics. Students will consider how these conditions affect their roles as educators and the lives of the youth and families in their schools and communities. They will leave the course with a deeper appreciation and understanding of the historical and sociological antecedents that have contributed to polarization, inequity, and injustice around the globe

Cross-Listed Courses

ECON BC3012 THE ECONOMICS OF EDUCATION. 3.00 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

Spring 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00803	T Th 1:10pm - 2:25pm 152 Horace Mann Hall	Randall Reback	3.00	31/45

Fall 2025: ECON BC3012

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3012	001/00066	T Th 1:10pm - 2:25pm 504 Diana Center	Randall Reback	3.00	43/60

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.

PSYC BC3382 ADOLESCENT PSYCHOLOGY. 4.00 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

Spring 2025: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00264	T 9:00am - 10:50am 405 Barnard Hall	Erica Musser	4.00	16/16

Fall 2025: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00583	T 9:00am - 10:50am 119 Milstein Center	Erica Musser	4.00	14/16

URBS UN3310 RACE. SPACE, URB SCHOOLS. 3.00 points.

Many people don't think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who looked very much like us. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly multiracial. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions. We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the connections between city schools and their local contexts? What does it mean to be a "neighborhood school"? How do changes in neighborhoods change schools? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools. This course will extend your understanding of key anthropological and sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory

Spring 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00492	Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

Fall 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00433	W 2:10pm - 4:00pm 203 Diana Center	Amelia Herbert	3.00	33/40

English

417 Barnard Hall
212-854-2116
english@barnard.edu

Department Manager: Julissa Acosta
Department Assistant: Gabriel Garcia
Department Assistant (Creative Writing): Miriam Kumaradoss-Hohausen

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 Outcomes

Our outcomes 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.
- 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 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.

Specific to the Film Studies 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.

Student Advising

Advising Resources

Information on major advisers can be found [here](#).

Guidance for First-Year Students

The following Fall 2025 courses are recommended for First-Year students:

- ENGL BC1068 True Crime (First Year English course).
- ENGL BC1295 Graphic Autobiographies and Biographies (First Year English course).
- ENGL BC1808 Rooting for the Antihero – the Evolution of a Modern Archetype (First Year English course).
- ENGL BC3107 Introduction to Fiction Writing ([Requires a writing sample to apply](#)).
- ENGL BC3110.01 Introduction to Poetry Writing ([Requires a writing sample to apply](#)).
- ENGL BC3110.02 Introduction to Poetry Writing ([Requires a writing sample to apply](#)).
- ENGL BC3113 Playwriting I ([Requires a writing sample to apply](#)).
- ENGL BC3115 Story Writing I ([Requires a writing sample to apply](#)).
- ENGL BC3117.01 Fiction Writing ([Requires a writing sample to apply](#)).
- ENGL BC3117.02 Fiction Writing ([Requires a writing sample to apply](#)).
- ENGL BC3118 Advanced Poetry Writing ([Requires a writing sample to apply](#)).
- ENGL BC3121.01 First-Year Public Speaking (First-years should join the waitlist to be let into the course).
- ENGL BC3125 Advanced Poetry Writing II ([Requires a writing sample to apply](#)).
- ENGL BC3134 Creative Non-Fiction ([Requires a writing sample to apply](#)).
- ENGL BC3167 Milton
- ENGL BC3173 Eighteenth Century Novel
- ENGL BC3177 Victorian Age in Literature
- ENGL BC3208 What's Your Story Anyway? - Trauma Resistance Through Creative Writing ([Requires a writing sample to apply](#)).
- ENGL BC3214 Latinx and the ICE/Prison Industrial Complex - Access and Strategies for News Coverage
- ENGL BC3242 Literature of Liberation Before 1900
- ENGL BC3597 Ovid's Metamorphoses and Their Literary Afterlives

Enrolling In Courses

To enroll in Creative Writing courses, a writing sample is required to apply. To learn more, click [here](#).

The English Senior Seminar courses - ENGL BC 3997 in the fall and ENGL BC 3998 in the spring - are only for Barnard English seniors. Only one senior seminar can be taken per semester.

Click [here](#) to see Fall 2025 English courses with special enrollment procedures.

Preparation for Graduate Study

Resources for graduate programs can be found on the hallway walls on the 4th floor of Barnard Hall. Information on faculty recommendations for graduate school can be found on [this page](#).

Courses taken outside of Barnard

Advanced Placement Credit

- For information about advanced placement in English, please visit [this website](#).
- The English department does not provide course exemptions for advanced placement exams.

Columbia University Courses

All Columbia College English courses are accepted towards the major.

Transfer Credit

- When students transfer to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If approved, departments can consider these courses for credit toward the major or minor.
- [Click here](#) for additional information on transfer credit.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.
- [Click here](#) for additional information on study abroad credit.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or department representative.
- [Click here](#) for additional information on summer credit.

Senior Capstone Experience

Two senior seminars given by the Barnard English Department. Seniors who wish to substitute an independent study for a senior seminar should consult the Chair of the English Department. Permission is

given rarely and only to proposals meeting the criteria specified under the guidelines for [ENGL BC3999 Independent Study](#).

- For American Literature Concentrators, one of the seminars will focus on American literature.
- For Creative Writing Concentrators, one of the seminars will be Senior Project in Creative Writing (ENGL BC3992).
- For Film Studies Concentrators, one of the seminars will be Senior Seminar in Film and Literature (ENGL BC3993).
- For Theatre Concentrators, one of the seminars will focus on dramatic literature.

Departmental Honors and Prizes

Departmental Honors

Departmental honors are granted to the top 20% of major GPAs; if there is tie between major GPAs, cumulative GPAs are taken into consideration.

Academic Prizes

THE ESTELLE M. ALLISON PRIZE.

Annual prize for excellence in literature.

THE WILLIAM HALLER PRIZE.

Award for a Barnard senior for excellence in the study of English literature.

THE W. CABELL GREET PRIZE.

Award for excellence in the English major.

THE ES CARRIGAN PRIZE.

For graduate work in English.

THE SIDNEY MINER POETRY PRIZE.

To a senior major who has shown distinction in the reading, writing, and study of poetry.

THE SAINT AGATHA-MURIEL BOWDEN MEMORIAL PRIZE.

Awarded to a student of superior proficiency in the study of Chaucer and Medieval literature.

THE STAINS-BERLE MEMORIAL PRIZE IN ANGLO-SAXON

To an undergraduate student for excellence in Anglo-Saxon language and literature.

THE SASKIA HAMILTON PRIZE.

To a senior major who, like Professor Hamilton, combines excellence in creative writing and literary scholarship.

2025-2026 Faculty

Chair

Ross Hamilton (Professor)

Associate Chair

Patricia Denison (Senior Lecturer; English Department/Theatre Department Liaison)

Professors

James Basker (Richard Gilder Professor of Literary History)

Christopher Baswell

Yvette Christiansë (Claire Tow Chair of Africana Studies and English Literature)

Rachel Eisendrath

Lisa Gordis

Achsah Guibbory
Kim Hall (Lucyle Hook Professor of English and Africana Studies)
Jennie Kassanoff (Professor of English; Adolph S. and Effie Ochs Professor of American Studies and History)
Jhumpa Lahiri (Millicent C. McIntosh Professor of English; Director, Creative Writing Program)
Peter Platt

Assistant Professors

Atefeh Akbari Shamirzadi
Ken Chen (Associate Director, Creative Writing Program)
Jayne Hildebrand

Professor of Professional Practice

Hisham Matar (Professor of Professional Practice in English and Asian and Middle Eastern Cultures)

Senior Lecturers

Benjamin Breyer (Senior Lecturer in First-Year Writing)
Pamela Cobrin (Co-Director, First-Year Seminar Program; Director, Writing Program; Director, Speaking Program)
Vrinda Condillac (Senior Lecturer in First-Year Writing; Interim Co-Director, First-Year Seminar Program)
Peggy Ellsberg
Wendy Schor-Haim (Director, First-Year Writing Program)
Maura Spiegel (Term)
Alexandra Watson (Lecturer in First-Year Writing; Associate Director, Writing Program)

Lecturers

Meredith Benjamin (Lecturer in First-Year Writing)
Daniela Kempf (Associate Director, Speaking Program)
Cecelia Lie-Spahn (Lecturer in English; Director, First-Year Writing Workshop Program; Associate Director, First-Year Writing Program)
Andrew Lynn (Lecturer in First-Year Writing)
Penelope Meyers Usher (Lecturer in First-Year Writing)
Duygu Ola Ula (Lecturer in First-Year Writing; Lecturer in Film Studies)

Anna Quindlen Writer in Residence

Jennifer Finney Boylan

Distinguished Journalist in Residence

Maria Hinojosa

Distinguished Visting Professor

Jonathan Beller

Term Assistant Professors

Kristi Cassaro
Nathan Gorelick
Eugene Petracca

Term Lecturer

Monica Cohen (Term Lecturer in Comparative Literature, English, and First-Year Seminar)
Quincy Jones (Term Lecturer in First-Year Writing)
Francesca Ochoa (Term Lecturer in First-Year Writing)
Michael Shelichach (Term Lecturer in First-Year Writing)
Elizabeth Weybright (Term Lecturer in First-Year Writing)

Post-Doctoral Fellow

Andrew Ragni (Post-Doctoral Fellow in First-Year Writing)

Adjunct Associate Professors

Gina Apostol

Nellie Hermann (Visiting Writer)
Patricia Spears Jones (Visiting Writer)
Ellen McLaughlin (Visiting Writer)
Kathleen Tolan (Visiting Writer)

Adjunct Assistant Professors

Zaina Arafat (Visiting Writer)
Farnoosh Fathi (Visiting Writer)
Liana Finck (Visiting Writer)
Brionne Janae (Visiting Writer)
Cleyvis Natera (Visiting Writer)
Monica Sok
Sarah Wang (Visiting Writer)
Weike Wang (Visiting Writer)
Victor Zarour Zarzar

Adjunct Lecturer

Mary Cregan
Michael Dickman
Linn Cary Mehta
Idra Novey

Adjunct Associates

Shelly Fredman
Daphne Merkin
Nina Sharma
Kate Zambreno

Jump to a Section

- [Requirements for the Major](#) (p. 310)
- [American Literature Concentration](#) (p. 311)
- [Creative Writing Concentration](#) (p. 311)
- [Film Studies Concentration](#) (p. 312)
- [Theatre Concentration](#) (p. 312)
- [Requirements for the Minor](#) (p. 313)

Requirements for the Major

A major program consists of at least ten courses that are a minimum of 35 credits in total. Six of the ten must be taken at Barnard or Columbia.

ENGL BC3193	CRITICAL WRITING (Best taken in the sophomore year.)	4
ENGL BC3159 and ENGL BC3160 The English Colloquium. ¹		8
Two courses in literature written before 1900. ²		6-8
Three electives chosen from the entire English Department offering, excluding The English Conference. One of these courses must be a literature class. ³		9-12
Two senior seminars given by the Barnard English Department. ⁴		8
A course in American literature. It can simultaneously fulfill other requirements (elective, before 1900, etc.) where appropriate.		3-4

¹ Taken in the junior year. All sections of BC3159 (fall semester) are on the Renaissance; all sections of BC3160 (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 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 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.

⁴ Seniors who wish to substitute an independent study for a senior seminar should consult the Chair of the English Department. Permission is given rarely and only to proposals meeting the criteria specified under the guidelines for ENGL BC3999 INDEPENDENT STUDY.

Concentrations in the Major

American Literature

An English major with a concentration in American literature consists of 10 courses that are a minimum of 35 credits in total. Six of the 10 must be taken at Barnard or Columbia. Students interested in an American literature concentration should consult with [Prof. Jennie Kassanoff](#).

ENGL BC3193	CRITICAL WRITING (Best taken in the sophomore year.)	4
ENGL BC3159 and ENGL BC3160	The English Colloquium. ¹	8
Two courses in literature written before 1900. One of these courses must be either ²		6-7
ENGL BC3179 or ENGL BC3180	AMERICAN LITERATURE TO 1800 AMERICAN LITERATURE 1800-1870	
One survey course on American literature between 1871 and the present, either		3
ENGL BC3181 or ENGL BC3183	AMERICAN LITERATURE 1871-1945 AMERICAN LITERATURE SINCE 1945	
An additional American literature course.		3-4
An elective chosen from the entire English Department offering, excluding The English Conference. ³		3-4
Two senior seminars, one of which must focus on American literature.		8

¹ Taken in the junior year. All sections of BC3159 (fall semester) are on the Renaissance; all sections of BC3160 (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 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 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.

Creative Writing

An English major with a concentration in creative writing consists of 11 courses that are a minimum of 38 credits in total. Six of the 11 must be taken at Barnard or Columbia. The creative writing concentration differs from the others in that students must submit an application to be considered for it.

Interested majors must be either in the second semester of their sophomore year or a junior to apply. Applications are due by the last day of the advanced registration period in that semester (occurring in mid-April for the spring semester or in mid-November for the fall semester). **The application deadline for English majors who are second semester sophomores or juniors in fall 2025 will be 11:59 pm ET on Friday, November 14, 2025. The application deadline for English majors who are second semester sophomores or juniors in spring 2026 will be 11:59 pm ET on a date TBD in April, 2026.**

Applications must consist of 15-20 pages of prose (including fiction, personal narrative, creative non-fiction or playwriting) and/or poetry writing, and must be submitted online via the [Barnard Creative Writing Concentration Application Form](#).

Students interested in a creative writing concentration should consult with [Prof. Ken Chen](#) or [Miriam Kumaradoss-Hohausen](#) (mkumarad@barnard.edu).

ENGL BC3193	CRITICAL WRITING (Best taken in the sophomore year.)	4
ENGL BC3159 and ENGL BC3160	The English Colloquium. ¹	8
Two courses in literature before 1900. ²		6-8
Two creative writing courses, preferably one introductory and one advanced.		6
Introductory writing courses include		
ENGL BC3105 through ENGL BC3113		
ENGL BC3120	Creative Non-Fiction: Making Facts Sing	
ENGL BC3122	CREATIVE NONFICTION: THE GENDERED MEMOIR	
ENGL BC3134	CREATIVE NON-FICTION	
Advanced writing courses include		
ENGL BC3114 through ENGL BC3118		
ENGL BC3125	ADVANCED POETRY WRITING II	
ENGL BC3126	Advanced Projects in Prose Writing	
ENGL BC3132	Fiction Writing: Longer Forms	
ENGL BC3150	INVENTION, REVISION, AND IMAGINATION	
ENGL BC3152	Creative Nonfiction: The Queer Story	
ENGL BC3208	WHAT'S YOUR STORY ANYWAY? - TRAUMA RESISTANCE THROUGH CREATIVE WRITING	
ENGL BC3223	NEW YORK IN TEN OBJECTS	
ENGL BC3229	AMERICAN LIVES, AMERICAN STORIES	

Two electives chosen from the entire English Department offering, excluding The English Conference. One of these electives must be a literature class. The other elective may be in literature or creative writing. ³	6-8
One senior seminar given by the Barnard English Department. ⁴	4
A Senior Project ⁵	4
A course in American literature. It can simultaneously fulfill other requirements (elective, before 1900, etc.) where appropriate.	3-4

Footnotes

- ¹ Taken in the junior year. All sections of BC3159 (fall semester) are on the Renaissance; all sections of BC3160 (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 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 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.
- ⁴ Seniors who wish to substitute an independent study for a senior seminar should consult the Chair of the English Department. Permission is given rarely and only to proposals meeting the criteria specified under the guidelines for ENGL BC3999 Independent Study.
- ⁵ This is usually written in a creative writing course that is combined with ENGL BC3996 SPECIAL PROJECT IN ENGLISH. In rare cases, the senior project may be written in ENGL BC3999 INDEPENDENT STUDY.

Film Studies

An English major with a concentration in film studies consists of 11 courses that are a minimum of 38 credits in total. Six of the 11 must be taken at Barnard or Columbia. Students interested in a film studies concentration should consult with [Prof. Ross Hamilton](#).

ENGL BC3193	CRITICAL WRITING (Best taken in the sophomore year.)	4
ENGL BC3159 and ENGL BC3160	The English Colloquium. ¹	8
Two courses in literature before 1900. ²		6-8
A literature elective. The literature elective may be chosen from the entire English Department offering, excluding The English Conference.		3-4
An introductory course on film and film theory. This course can be either		3
FILM BC3201	INTRO FILM # MEDIA STUDIES	3
or FILM UN1000	INTRO TO FILM # MEDIA STUDIES	
A course on screenwriting. Select one of the following.		3
FILM BC3119	SCREENWRITING FUNDAMENTALS	

FILM BC3120	ADVANCED SCREENWRITING	
A film course selected from among specific offerings at Barnard or Columbia. This course must be approved by the Director of Film Studies Program.		3-4
Two senior seminars given by the Barnard English Department, one of which must focus on film. ³		8
A course in American literature. It can simultaneously fulfill other requirements (elective, before 1900, etc.) where appropriate.		3-4

- ¹ Taken in the junior year. All sections of BC3159 (fall semester) are on the Renaissance; all sections of BC3160 (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 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 Seniors who wish to substitute an independent study for the non-film senior seminar should consult the Chair of the English Department. Permission is given rarely and only to proposals meeting the criteria specified under the guidelines for ENGL BC3999 Independent Study.

Theatre

An English major with a concentration in theatre consists of 11 courses that are a minimum of 39 credits in total. Six of the 11 must be taken at Barnard or Columbia. Students interested in a theatre concentration should consult with [Prof. Patricia Denison](#) or [Prof. Pamela Cobrin](#).

ENGL BC3193	CRITICAL WRITING (Best taken in the sophomore year.)	4
ENGL BC3159 and ENGL BC3160	The English Colloquium. ¹	8
Two courses in literature before 1900. ²		6-8
A literature elective. The literature elective may be chosen from the entire English Department offering, excluding The English Conference.		3-4
Select one of the following options.		10-11
Option A:		
THTR UN3150	CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I	
THTR UN3151	CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2	
One dramatic literature seminar		
Option B:		
One theatre history course		
Two dramatic literature seminars		
One senior seminar given by the Barnard English Department. ³		4
A Senior Project ⁴		4

A course in American literature. It can simultaneously fulfill other requirements (elective, before 1900, etc.) where appropriate. 3-4

- ¹ Taken in the junior year. All sections of BC3159 (fall semester) are on the Renaissance; all sections of BC3160 (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 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 Seniors who wish to substitute an independent study for a senior seminar should consult the Chair of the English Department. Permission is given rarely and only to proposals meeting the criteria specified under the guidelines for ENGL BC3999 INDEPENDENT STUDY.
- ⁴ This may be written in a Barnard senior seminar with a focus on dramatic literature; written in a dramatic literature course that is combined with ENGL BC3996 SPECIAL PROJECT IN ENGLISH; or, in rare cases, written in ENGL BC3999 INDEPENDENT STUDY

Requirements for the Minor

A minor consists of at least five English courses that are a minimum of 15 credits in total. Three of the five must be qualifying Barnard or Columbia courses. Please note that Comparative Literature courses cannot count towards the minor.

One course on Chaucer, Shakespeare, or Milton. Qualifying courses can include		3-4
Chaucer:		
ENGL BC3154	Chaucer Before Canterbury	
ENGL BC3155	THE CANTERBURY TALES	
Shakespeare:		
ENTH BC3136	SHAKESPEARE IN PERFORMANCE	
ENGL BC3163	SHAKESPEARE I	
ENGL BC3164	SHAKESPEARE II	
Milton:		
ENGL BC3167	MILTON	
Two additional courses in literature before 1900. ¹		6-8
Two electives from the entire English Department offering, excluding the English Conference.		6-8

¹ For a list of "before 1900" courses, refer to the Substitutions tab above.

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[Courses in Literature before 1900](#) (p. 314)
[Courses in American Literature](#) (p. 314)
[Substituting with Courses from Other Departments](#) (p. 315)

Colloquia Substitutions

ENGL BC3159 and ENGL BC3160 are required of English majors in the junior year. All sections of BC3159 (fall semester) are on the literature of the Renaissance; all sections of BC3160 (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.

Courses which can serve as a Medieval/Renaissance substitution include

ENRE BC3145	Jews in the Christian Imagination
ENGL BC3154	Chaucer Before Canterbury
ENGL BC3155	THE CANTERBURY TALES
ENGL BC3157	DANTE AND CHAUCER
ENGL BC3161	MEDIEVAL LOVE LITERATURE
ENGL BC3162	DONNE, THE METAPHYSICALS, AND HIS LEGACY ¹
ENGL BC3165	The Elizabethan Renaissance: The Complete Nondramatic Poetry of Marlowe and Shakespeare
ENGL BC3166	17TH-CENTURY PROSE & POETRY ¹
ENGL BC3167	MILTON ¹
ENGL BC3169	Renaissance Drama
ENGL BC3170	LITERATURE AND SCIENCE 1600-1800 ¹
ENGL BC3179	AMERICAN LITERATURE TO 1800
ENTH BC3190	Diabolical Drama of the Middle Ages
ENGL BC3246	WRITING THE MEDIEVAL SELF
ENGL BC3288	ROMANCE
ENGL BC3297	UNSILENT VOICES: THE MEDIEVAL LYRIC IN EUROPE
ENGL BC3299	THE AUTOBIOGRAPHICAL EFFECT: EARLY MODERN TO MODERN
ENGL BC3309	RENAISSANCE DRAMA
ENGL GU4010	THE CANTERBURY TALES
Only one substitution may be a Shakespeare course	
ENTH BC3136	SHAKESPEARE IN PERFORMANCE

or ENGL BC3163	SHAKESPEARE I
or ENGL BC3164	SHAKESPEARE II
or AFEN BC3817	Black Shakespeare

Courses which can serve as an Age of Enlightenment substitution include

ENTH BC3137	RESTORATION # 18TH-CENTURY DRAMA, PERFORMANCE AND ADAPTATION
ENGL BC3162	DONNE, THE METAPHYSICALS, AND HIS LEGACY
ENGL BC3166	17TH-CENTURY PROSE # POETRY ¹
ENGL BC3167	MILTON ¹
ENGL BC3170	LITERATURE AND SCIENCE 1600-1800 ¹
ENGL BC3173	THE EIGHTEENTH-CENTURY NOVEL
ENGL BC3174	The Age of Johnson
ENGL BC3179	AMERICAN LITERATURE TO 1800
ENGL BC3242	LITERATURE OF LIBERATION BEFORE 1900

¹ This course may count as *either* a Renaissance/Medieval substitution *or* an Age of Enlightenment substitution. Please note that it cannot simultaneously count for both substitutions.

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.

Qualifying courses in literature written before 1900 can include

ENTH BC3136	SHAKESPEARE IN PERFORMANCE
ENTH BC3137	RESTORATION # 18TH-CENTURY DRAMA, PERFORMANCE AND ADAPTATION
ENGL BC3141	MAJOR ENGLISH TEXTS I
ENTH BC3145	EARLY AMERCN DRAMA # PERFRMNC
ENGL BC3154	Chaucer Before Canterbury
ENGL BC3155	THE CANTERBURY TALES
ENGL BC3157	DANTE AND CHAUCER
ENGL BC3161	MEDIEVAL LOVE LITERATURE
ENGL BC3162	DONNE, THE METAPHYSICALS, AND HIS LEGACY
ENGL BC3163	SHAKESPEARE I
ENGL BC3164	SHAKESPEARE II
ENGL BC3165	The Elizabethan Renaissance: The Complete Nondramatic Poetry of Marlowe and Shakespeare
ENGL BC3166	17TH-CENTURY PROSE # POETRY
ENGL BC3167	MILTON
ENGL BC3169	Renaissance Drama
ENGL BC3170	LITERATURE AND SCIENCE 1600-1800
ENGL BC3173	THE EIGHTEENTH-CENTURY NOVEL
ENGL BC3174	The Age of Johnson
ENGL BC3176	The Romantic Era

ENGL BC3177	VICTORIAN AGE IN LITERATURE
ENGL BC3178	Victorian Poetry and Criticism
ENGL BC3179	AMERICAN LITERATURE TO 1800
ENGL BC3180	AMERICAN LITERATURE 1800-1870
ENTH BC3190	Diabolical Drama of the Middle Ages
ENGL BC3204	WORLD LITERATURE REVISITED
ENGL BC3215	VICTORIAN SCIENCE#SCIFI
ENGL BC3242	LITERATURE OF LIBERATION BEFORE 1900
ENGL BC3244	PROUST: SWANN'S WAY
ENGL BC3249	THE MARRIAGE PLOT
ENGL BC3246	WRITING THE MEDIEVAL SELF
ENGL BC3251	NINETEENTH-CENTURY THRILLERS
ENGL BC3288	ROMANCE
ENGL BC3297	UNSILENT VOICES: THE MEDIEVAL LYRIC IN EUROPE
ENGL BC3299	THE AUTOBIOGRAPHICAL EFFECT: EARLY MODERN TO MODERN
ENGL BC3309	RENAISSANCE DRAMA
ENGL BC3597	OVID'S METAMORPHOSES AND THEIR LITERARY AFTERLIVES
AFEN BC3817	Black Shakespeare
ENGL GU4010	THE CANTERBURY TALES

Courses in American Literature

To see if a course not listed here may qualify for this requirement, consult your major adviser.

Qualifying courses in American literature can include ¹

ENGL BC1088	THE WEBCOMICS REVOLUTION
ENGL BC1901	INTRODUCTION TO COMICS # GRAPHIC NOVELS
ENGL BC1982	AMERICAN FICTION
AFEN BC3009	TONI MORRISON: AN ETHICAL POETICS
ENGL BC3130	THE AMERICAN COWBOY AND THE ICONOGRAPHY OF THE WEST
AFEN BC3135	Zora Neale Hurston: A Writing Life
ENTH BC3139	MODERN AMERICAN DRAMA # PERFORMANCE
ENTH BC3141	EARLY 20TH-CENTURY UNITED STATES DRAMA AND PERFORMANCE
ENTH BC3144	Black Theatre
ENTH BC3145	EARLY AMERCN DRAMA # PERFRMNC
ENGL BC3179	AMERICAN LITERATURE TO 1800
ENGL BC3180	AMERICAN LITERATURE 1800-1870
ENGL BC3181	AMERICAN LITERATURE 1871-1945
ENGL BC3183	AMERICAN LITERATURE SINCE 1945
ENGL BC3185	Modern British and American Poetry
ENGL BC3189	POSTMODERNISM
AFEN BC3196	HARLEM RENAISSANCE LITERATURE
ENGL BC3214	LATINX AND THE ICE/PRISON INDUSTRIAL COMPLEX - ACCESS AND STRATEGIES FOR NEWS COVERAGE
ENGL BC3218	THE 'ETHNIC' IN THE LITERARY MARKETPLACE
ENGL BC3250	INTRODUCTION TO US LATINX LITERATURE

ENGL BC3281	ILLEGAL IS NOT A NOUN: DISRUPTING NARRATIVES OF THE IMMIGRANT EXPERIENCE
ENGL BC3291	FICTIONS OF LAW AND CUSTOM: WHITENESS IN AMERICAN LITERATURE
ENGL BC3292	QNYC
ENGL BC3760	AMERICAN EXCEPTIONALISM
AFEN BC3815	SHANGE # DIGITAL STORYTELLING
AFEN BC3816	The Worlds of Ntozake Shange and Digital Storytelling
ENGL BC3911	Senior Seminar: Write to Vote
ENGL BC3920	Senior Seminar: Migration, Immigration, and the Borders of American Literature
ENGL BC3927	Senior Seminar: "a d—d mob of scribbling women": Nineteenth-century American Women Writers

¹ Please note that as ENGL BC3223 NEW YORK IN TEN OBJECTS and ENGL BC3229 AMERICAN LIVES, AMERICAN STORIES are creative writing courses and not literature courses, they *cannot* count toward the American literature requirement.

Substituting with Courses from Other Departments

ENGL BC3193 CRITICAL WRITING *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 10 courses required for graduation as an English major be taken at Barnard or Columbia.

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Writing

ENGL BC3101 THE WRITER'S PROCESS. 4.00 points.

Prerequisites: Application process and permission of instructor. Does not count for major credit.

Enrollment limited to Barnard students. Application process and permission of instructor required: <https://writing.barnard.edu/become-writing-fellow>. 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. The Writer's Process is only open to those who applied to and were accepted into the Writing Fellows Program.

Note: This course now counts as an elective for the English major

Fall 2025: ENGL BC3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3101	001/00498	T Th 2:40pm - 3:55pm 403 Barnard Hall	Pamela Cobrin	4.00	17/18
ENGL 3101	002/00499	T Th 2:40pm - 3:55pm 404 Barnard Hall	Alexandra Watson	4.00	17/18

ENGL BC3102 ACADEMIC WRITING INTENSIVE. 4.00 points.

Prerequisites: Enrollment limited to 8 students. Nomination and instructor's permission required.

Academic Writing Intensive is a small, intensive writing course for Barnard students in their second or third year who would benefit from extra writing support. 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, revision, and critical thinking skills students can apply to any discipline. Students from across the disciplines are welcome. This course is only offered P/D/F. To be considered for the course, please send a recent writing sample to vcondill@barnard.edu, ideally from your First-Year Writing or First-Year Seminar course, or any other writing-intensive humanities or social sciences course at Barnard (no lab reports please)

Fall 2025: ENGL BC3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3102	001/00842	T 12:10pm - 2:00pm 405 Barnard Hall	Vrinda Condillac	4.00	8/8

ENGL BC3103 THE ART OF THE ESSAY. 3.00 points.

Prerequisites: Can count towards major. Enrollment limited to 12 students. 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.

NOTE: 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. Fall 2022 course description: 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. Summer 2022 course description: The Art of the Essay is a writing workshop designed to help you contribute meaningfully in public discourse about the issues that matter most to you. You will write three types of essays in this class, all of which will center personal experience as valuable evidence of larger phenomena or patterns. Your essays will build in complexity, as you introduce more types of sources into conversation about your topics as the semester goes on. You will hone your skills of observing, describing, questioning, analyzing, and persuading. You will be challenged to confront complications and to craft nuanced explorations of your topics. We will also regularly read and discuss the work of contemporary published essayists, identifying key writerly moves that you may adapt as you attempt your own essays. You will have many opportunities throughout the semester to brainstorm ideas, receive feedback from me and your peers, and develop and revise your drafts. At the end of the semester, you will choose a publication to which to submit or pitch one or more of your essays

Fall 2025: ENGL BC3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3103	001/00500	M 12:10pm - 2:00pm 406 Barnard Hall	Margaret Ellsberg	3.00	10/12
ENGL 3103	002/00501	T 10:10am - 12:00pm 913 Milstein Center	Vrinda Condillac	3.00	10/12
ENGL 3103	003/00502	T 2:10pm - 4:00pm 405 Barnard Hall	Ross Hamilton	3.00	9/14
ENGL 3103	004/00848	W 11:00am - 12:50pm 912 Milstein Center	Monica Cohen	3.00	11/15

ENGL BC3104 THE ART OF THE ESSAY. 3.00 points.

Prerequisites: Can count towards major. Enrollment limited to 12 students. 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.

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

Spring 2025: ENGL BC3104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3104	001/00565	W 11:00am - 12:50pm 318 Milbank Hall	Vrinda Condillac	3.00	12/12
ENGL 3104	002/00566	M 12:10pm - 2:00pm 405 Barnard Hall	Margaret Ellsberg	3.00	11/16
ENGL 3104	003/00567	W 2:10pm - 4:00pm 327 Milbank Hall	Shelly Fredman	3.00	11/12
ENGL 3104	004/00568	W 2:10pm - 4:00pm 405 Barnard Hall	Ross Hamilton	3.00	15/20

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 instructor will take them off the wait list, but until that time no one is officially registered for the class.

The fall 2025 submission deadline for all creative writing courses is 11:59 pm ET on Sunday, August 3, 2025. Please see the [Applying to Creative Writing Courses](#) page of the English Department website for directions.

Please note: if you are accepted into a creative writing course, attendance at the first meeting of the course is mandatory. If you do not show up for the first class, your spot may be given to someone else.

ENGL BC3105 FICTION # PERSONAL NARRATIVE. 3.00 points.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. Short stories and other imaginative and personal writing

Fall 2025: ENGL BC3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3105	001/00272	Th 11:00am - 12:50pm 101a Barnard Hall	Zaina Ararat	3.00	8/12

ENGL BC3106 FICTION # PERSONAL NARRATIVE. 3.00 points.

Prerequisites: Writing sample required to apply: required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

In this workshop, we will practice taking creative risks, writing fiction and nonfiction. We will examine four key craft areas: voice, characterization, imagery, and arrangement, both in contemporary published writing and in the writing of the people in this class. In small and large group workshops, we will consider each writer's work with care and attention to the writer's vision. By discussing each work-in-progress on its own terms, we will help our fellow writers deepen the meaning and impact of their work. Through risk-taking, and building a creative community, we will also grow and deepen our personal relationships to craft. Writing sample required to apply. Short stories and other imaginative and personal writing. Interested students should send a prose writing sample to awatson@barnard.edu by April 1st, 2025. · Writing samples should be creative and appropriate to the courses requested: 4-6 pages of fiction or personal narrative · They should be neat, typed, and double-spaced. · They should not be expository or primarily analytical (like a literature paper)

Spring 2025: ENGL BC3106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3106	001/00171	T 12:10pm - 2:00pm 407 Barnard Hall	Alexandra Watson	3.00	12/12

ENGL BC3107 INTRODUCTION TO FICTION WRITING. 3.00 points.

Prerequisites: Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. This class is an introduction to writing fiction, with a focus on the short story. The initial weeks will focus on writing exercises and also deep reading of published short stories, in order to attempt to understand the space we enter when we enter a piece of fiction, what does it mean to move through it, how is it moving. Later, student work will become the main text as the focus shifts into workshop. Stories likely on the syllabus include Herman Melville's "Bartleby, the Scrivener," Octavia Butler's "Speech Sounds," Mieko Kanai's "Rabbits," Carmen Maria Machado's "The Husband Stitch," and the flash fiction of Lydia Davis

Fall 2025: ENGL BC3107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3107	001/00269	W 10:10am - 12:00pm 222 Milbank Hall	Kate Zambreno	3.00	10/12

ENGL BC3108 INTRODUCTION TO FICTION WRITING. 3.00 points.

Prerequisites: Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. In this course, we will learn and practice essential concepts and techniques of writing fiction. We'll break down the elements of the craft—everything from character, setting, and pacing to point of view, syntax, and imagery—and we'll build an understanding of how stories work. Class time will include exercises and prompts; close reading of a wide range of published stories; discussions of process; and workshops of student stories. Come prepared to work hard, be open, and take risks

Spring 2025: ENGL BC3108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3108	001/00248	F 9:00am - 10:50am 403 Barnard Hall	Cleyvis Natera	3.00	11/12

ENGL BC3110 INTRODUCTION TO POETRY WRITING. 3.00 points.

Prerequisites: Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. Spring 2026: Poetry Belongs With Us As legend Lucille Clifton said, "poetry began when somebody walked out of a cave and looked up at the sky with wonder and said, 'Ahhh.'" That was the first poem." In this class we will be demystifying the fundamentals of writing poetry by sharpening our most natural sonic and narrative instincts. We will use these instincts to guide our insights as we explore and practice specific craft elements and structural gestures—from the Ode, Elegy, and Sonnet, to Ekphrasis and Erasure. We'll study the work of contemporary luminaries like Gwendolyn Brooks, Kaveh Akbar, Sharon Olds, Jenny Xie, June Jordan, Ocean Vuong, and more; using their example to inspire us on how best to understand and command the poetic line. Class time will include weekly writing prompts and share-outs, and each student will have one poem workshopped during the semester. And because there is no better way to understand the impact and power of poetry than to learn from its living practitioners, we will also have the pleasure of welcoming a few guest authors who will share their work and answer questions! Come prepared to take risks and foster curiosity

Spring 2025: ENGL BC3110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3110	001/00572	T 4:10pm - 6:00pm 237 Milbank Hall	Angel Nafis	3.00	12/12

Fall 2025: ENGL BC3110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3110	001/00270	T 2:10pm - 4:00pm 913 Milstein Center	Brionne Janae	3.00	4/12
ENGL 3110	002/00271	F 12:10pm - 2:00pm 405 Barnard Hall	Farnoosh Fathi	3.00	12/12

ENGL BC3113 PLAYWRITING I. 3.00 points.

Prerequisites: Open only to juniors and seniors. Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. What is the difference between a play and a film? No two playwrights will have the same response, but all must address the question. This is a class that revels in that distinction, encouraging students to explore the idiosyncrasy, strangeness, and power of the form. For half the semester, students will be writing in response to prompts that are designed to teach fundamental principles of the form. In addition to writing their own work, every week students will choose two plays from a collection of 150 to read and comment briefly on. During the second half of the semester, students develop a longer work, to be submitted as either a completed one act or a partial draft with notes for a full-length work. Classes are spent reading and discussing students' work. No previous experience in playwriting is necessary

Fall 2025: ENGL BC3113

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3113	001/00273	M 4:10pm - 6:00pm 403 Barnard Hall	Ellen McLaughlin	3.00	10/12

ENGL BC3114 PLAYWRITING II. 3.00 points.

Prerequisites: Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. 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

Spring 2025: ENGL BC3114

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3114	001/00172	T 4:10pm - 6:00pm 405 Barnard Hall	Kathleen Tolan	3.00	12/12

ENGL BC3115 STORY WRITING. 3.00 points.

Prerequisites: Some experience in the writing of fiction. Conference hours to be arranged. Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. A workshop in writing, with emphasis on the short story. Story Writing I is an advanced workshop in prose writing, with emphasis on the short story. Some experience in the writing of fiction is required. Students will share at least two pieces of their own work with the class over the course of the semester. In addition, each week we will read and analyze a variety of published short stories with an eye for craft and writerly decisions that might be applied to our own work. Exercises and in-depth workshop letters will push students to think more deeply about their own choices and the many layers that make up their work. Conference hours to be arranged

Fall 2025: ENGL BC3115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3115	001/00279	T 11:00am - 12:50pm 613 Milstein Center	Nellie Hermann	3.00	7/12

ENGL BC3116 STORY WRITING II. 3.00 points.

Prerequisites: Some experience in writing of fiction. Conference hours to be arranged. Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. Spring 2026 Story Writing II is an advanced workshop in writing, with emphasis on the short story. Some experience in the writing of fiction is required. Each week we will read and analyze a variety of published short stories with an eye for craft and authorial decisions that might be applied to our own work. Writers we will read may include: Jean Stafford, Yiyun Li, Bryan Washington, Garth Greenwell, Lorrie Moore, Jamel Brinkley, Ling Ma, Cesar Aira, Mavis Gallant, and more. Exercises and in-depth workshop letters will push students to think more deeply about their own choices and the many layers that make up each work. Conference hours to be arranged

Spring 2025: ENGL BC3116

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3116	001/00173	Th 2:10pm - 4:00pm 913 Milstein Center	Nellie Hermann	3.00	10/12

ENGL BC3117 FICTION WRITING. 3.00 points.

Prerequisites: Previous experience or introductory class required.

Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. Section 1 (taught by Sarah Wang in Spring 2026): Full course description forthcoming Section 2 (taught by Gina Apostol in Spring 2026): This course will focus particularly on crafting the literary technique of point of view in fiction. Students will craft work with this question in mind: in what ways are art and ethics combined in the crafting of point of view? Students will practice writing from different narration modes: third person limited and omniscient, free indirect discourse, first person, and so on. They will consider the ethics of point of view by reading short stories, among them stories from Borges's Labyrinths, John Keene's Counternarratives, and Angela Carter's Saints and Strangers. Some theoretical matters will include: postcoloniality in narration; identity in narration; 'queering' history; and critical race thought. Students will write three different pieces with the crafting of point of view in mind. Students will workshop each other's pieces as well as discuss the texts in relation to their practice of the art of fiction

Spring 2025: ENGL BC3117

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3117	001/00436	T 6:10pm - 8:00pm 405 Barnard Hall	Sarah Wang	3.00	12/12
ENGL 3117	002/00440	W 6:10pm - 8:00pm 407 Barnard Hall	Gina Apostol	3.00	4/12

Fall 2025: ENGL BC3117

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3117	001/00277	W 2:10pm - 4:00pm 227 Milbank Hall	Weike Wang	3.00	11/12
ENGL 3117	002/00278	Th 10:10am - 12:00pm 214 Milbank Hall	Idra Novey	3.00	5/12

ENGL BC3118 ADVANCED POETRY WRITING. 3.00 points.

Prerequisites: Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. Muriel Rukeyser remarked that “American poetry has been part of a culture in conflict.” Indeed, culture worldwide is in conflict. This course will explore “the necessity of poetry” from a phrase by Adrienne Rich. It is organized to ensure the development of new work and further study of poetic practice for committed student writers. We will examine mostly contemporary poetry using specific poetry collections from poets as varied as John Keene, Rosa Alcalá, Megan Fernandes, Harryette Mullen, Ilya Kaminsky and Emily Lee Luan as well as ancestors: Rich, June Jordan, Gertrude Stein. In the classroom, student poems and ideas about poetics are shared, questioned, and critiqued. These selected readings explore different strands of poetics that will inform the in-class and assigned prompts allowing student writers to expand their interrogation of the genre and its many forms. You will read, listen, write, and make your own voice seen and heard

Spring 2025: ENGL BC3118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3118	001/00750	W 12:10pm - 2:00pm 214 Milbank Hall	Monica Sok	3.00	12/12

Fall 2025: ENGL BC3118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3118	001/00274	T 11:10am - 1:00pm 101a Barnard Hall	Patricia Jones	3.00	5/12

ENGL BC3125 ADVANCED POETRY WRITING II. 3.00 points.

Prerequisites: Writing sample required to apply; required cover sheet and instructions are available here: <http://english.barnard.edu/forms-procedures/forms>. Students cannot add this course to their schedules until after they are admitted.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. In this workshop, we will explore poetry writing as the pursuit and expression of a liberatory language— the language of our highest attention and freedom— shared between reader and writer, and consider the metaphysics and motivations for making meaning and making it our own. In addition to workshops, we will alternate between classes centered on formal and thematic explorations with others focusing on contemplative practices and our writing process. Readings will range diversely through eras and modes including works, among others, by Sun Buer, Audre Lorde, Hannah Emerson, Mei-Mei Berssenbrugge, and Mónica de la Torre

Spring 2025: ENGL BC3125

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3125	001/00222	F 12:10pm - 2:00pm 403 Barnard Hall	Farnoosh Fathi	3.00	10/12

ENGL BC3134 CREATIVE NON-FICTION. 3.00 points.

Prerequisites: Enrollment limited to 16 students.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. Spring 2026: Drawing Cartoons and Comics In this class, New Yorker cartoonist and graphic novelist Liana Finck will teach you the basics of making single-panel cartoons, writing and drawing comics, and generally expressing yourself in a mixture of words and pictures. You will learn to diagram your problems, craft jokes, and tell stories visually. You'll get an overview of useful materials, programs and machines, and how to use all these things with a light enough touch that you can still focus on your art. You will get comfortable with processes for generating ideas and editing your work. We will read some graphic novels, look at lots of cartoons, and dip a toe into the history of colloquial visual storytelling. You will finish the semester with a large body of small-scale work, one serious longer piece, and a better understanding of your voice and what you have to say. My hope is that you'll leave the class confident in your ability to work visually, and with a regular practice if you want one

Spring 2025: ENGL BC3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3134	001/00174	W 11:00am - 12:50pm 913 Milstein Center	Nina Sharma	3.00	9/12

Fall 2025: ENGL BC3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3134	001/00275	T 11:00am - 12:50pm 912 Milstein Center	Nina Sharma	3.00	6/12

ENGL BC3150 INVENTION, REVISION, AND IMAGINATION. 3.00 points.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. 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 morph and grow over time

ENGL BC3208 WHAT'S YOUR STORY ANYWAY? - TRAUMA RESISTANCE THROUGH CREATIVE WRITING. 3.00 points.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing-courses>. In this class we will explore the process of healing from trauma through the art of storytelling. We will ground ourselves in the writing of Latina authors whose work demonstrates the resistance from erasure in the United States. The goal of the class is to understand the connection between trauma and healing, through storytelling and creative writing. Moreover, we will develop three pieces of creative non-fiction that will encompass this relationship over the three different lenses of place, person and personal experience

Fall 2025: ENGL BC3208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3208	001/00276	Th 9:00am - 10:50am 913 Milstein Center	Maria Hinojosa	3.00	8/12

ENGL BC3223 NEW YORK IN TEN OBJECTS. 4.00 points.
"New York in Ten Objects" introduces students to the creative possibilities of the podcast. Drawing on the possibilities of interdisciplinary analysis and creative non-fiction, this course aims to use quotidian objects to critically engage with the city, re-rendering those objects extraordinary and telling untold stories. The starting points for our investigation are ten concrete objects – some iconic, some ironic, but all characteristic of New York City. Beginning with these objects, students will develop projects, in small groups and individually, that connect these objects with a broader societal movement, cultural idea, political cause, or scientific development significant to past or present New York City life. To prepare students to develop their projects in an audio medium, we will first become familiar with a range of current podcasts, and will begin to break down the elements of podcast-storytelling as practiced today. Through workshops with IMATS in a weekly lab session and hands-on experience, students will learn how to collect audio interviews, ambient sound, and to record voice-over narration. Every student will outline their ideas, develop scripts, and produce a podcast by layering and editing their audio files. In the end, this course will investigate how the popular medium of the podcast can serve as a locus of local conversation and public intellectual activity. Students will learn how ordinary objects can breathe life into a story and how audio stories can advance critical analysis. Applications are due by 1 August: <https://forms.gle/Gtb5YWgeq59Mnfhy5>. Please note that this seminar is limited to 14 students. You will be notified of your acceptance or non-acceptance to the course before the first day of classes. After receiving admittance into the course, you MUST come to the first class to secure your seat

ENGL BC3229 AMERICAN LIVES, AMERICAN STORIES. 3.00 points.
Writing sample required to apply: <https://english.barnard.edu/english/creative-writing-courses> In this class we will discuss the narrative of the "American" story, and how stories of immigrants and minority identities redefine and complicate it. The goal of the class is to investigate how writers frame a sense of identity in relation to the "American ideal". We will explore this theme through three creative non-fiction pieces each focusing on a different perspective of place, person, and personal experience. What are your stories, and what makes them "American"?

Spring 2025: ENGL BC3229

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3229	001/00231	Th 10:10am - 12:00pm 913 Milstein Center	Maria Hinojosa	3.00	12/12

Film Studies
ENFL BC3001 BLACK SPECULATIVE FICTION. 3.00 points.
Black Speculative Fiction encompasses a whole range of Black subgenres from Science Fiction and Fantasy to Horror and Afrofuturism. For the duration of this course, we will attempt to begin the work of extrapolating the function of Blackness within these various genres—interrogating which syntactical elements are required to label a piece of fiction “Black” and how Blackness informs genre. Through formal analysis of texts and the application of various theories presented in class, we’ll begin to understand how Blackness moves through genre to understand its relationship to the world and in some cases, to the artform itself. We will look at various texts: Film, Television, Prose, and Music. By looking across genres, we will be able to honor the inherent intertextuality of Black work and the constant inter-discursive work done across genre, text, and time. Whether a critique of structural anti-Blackness writ large, an expression of the complexity of the positionality of Black persons, or a statement of the function of Blackness, these texts make a case for the theoretical rigor and provocative discourses that lies at the heart of Black Speculative Fiction

Spring 2025: ENFL BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENFL 3001	001/00187	M 4:10pm - 7:55pm 409 Barnard Hall	Danielle Douge	3.00	23/24

Speech
Registration in these courses is limited.

ENGL BC3121 PUBLIC SPEAKING. 3.00 points.
Open only to undergraduates. 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

Spring 2025: ENGL BC3121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3121	001/00286	T Th 11:40am - 12:55pm 302 Barnard Hall	Daniela Kempf	3.00	14/14
ENGL 3121	002/00289	T Th 1:10pm - 2:25pm 302 Barnard Hall	Daniela Kempf	3.00	11/14

Fall 2025: ENGL BC3121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3121	001/00503	T Th 1:10pm - 2:25pm 409 Barnard Hall	Daniela Kempf	3.00	14/14

ENGL BC3123 RHETORICAL CHOICES: PUBLIC SPEAKING. 4.00 points.

Prerequisites: Application process and permission of instructor. Does not count for major credit. Enrollment restricted to Barnard students. Enrollment restricted to Barnard students. Application process and instructor permission required: <https://speaking.barnard.edu/become-speaking-fellow>. 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. Note: This course now counts as an elective for the English major

Fall 2025: ENGL BC3123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3123	001/00504	T Th 11:40am - 12:55pm 409 Barnard Hall	Pamela Cobrin, Daniela Kempf	4.00	10/14

Theatre

For those interested in doing an English major with a concentration in theatre, please see the course-listed courses section (p. 338) below for the Theatre Department's course descriptions for THTR UN3150 Western Theatre Traditions: Classic to Romantic and THTR UN3151 Western Theatre Traditions: Modern.

ENTH BC3136 SHAKESPEARE IN PERFORMANCE. 4.00 points.

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

Spring 2025: ENTH BC3136

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTH 3136	001/00237	T 12:10pm - 2:00pm 406 Barnard Hall	Patricia Denison	4.00	16/18

ENTH BC3139 MODERN AMERICAN DRAMA # PERFORMANCE. 4.00 points.

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 and Performance in an era of cultural contestation. What is united about the United States? How are the important claims of cultural difference related to the intercultural claims of shared community? Is there a place for historical continuity in the modernist pursuit of change? How have these issues been addressed in the emergence and development of modern drama and performance in America? Questions such as these will be addressed in the context of theatrical exploration, performance history, and social change. Canonical and experimental playwrights include Rachel Crothers, Susan Glaspell, Georgia Douglas Johnson, Eugene O'Neill, Clifford Odets, Thornton Wilder, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, Suzan-Lori Parks, Sarah Ruhl, and Dominique Morisseau

ENTH BC3141 EARLY 20TH-CENTURY UNITED STATES DRAMA AND PERFORMANCE. 4.00 points.

The beginning of the 20th century in the United States was a time of turbulence: the excitement of a new century mixed with the flurry of voices trying to define "What makes an American, American." Theatre reflected and inflected discussions, arguments, debates and celebrations of identity and belonging. And, everything was up for debate: morals, religion, sexuality, gender roles, race—all factions clawing towards ideals of citizenship. In this seminar, we will explore early 20th-century American theater as a forum for these debates—plays and performances of all types assert visibility of both issues and bodies, politicizing both in the process. We will begin by looking at the end of the 19th century as the nation engaged with the end of legally enslaving African Americans, the Women's Suffrage movement gearing up, and the national debates on immigration, morality and religion—and all made their way to the stages of theater and Performance in the United States. Topics in this seminar will include The Harlem Renaissance, The Little Theatre Movement, Comstock/Censorship Laws, Broadway Fare, Popular Entertainment, Female Playwrights, Queer Theatre, Popular Music (to name a few more than "a few")

Spring 2025: ENTH BC3141

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENTH 3141	001/00238	W 10:10am - 12:00pm 406 Barnard Hall	Pamela Cobrin	4.00	18/18

ENTH BC3144 Black Theatre. 4 points.

Not offered during 2024-2025 academic year.

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.

ENTH BC3145 EARLY AMERCN DRAMA # PERFRMNC. 4.00 points.
Not offered during 2024-2025 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 BC3190 Diabolical Drama of the Middle Ages. 3 points.
Not offered during 2024-2025 academic year.

Hell bursts onto the European stage at the end of the Middle Ages. Satan and his attendant devils, although present in earlier forms of Christian drama, become a defining feature of the dramatizations of Christian history and morality in Late Medieval England. The devils of these plays are disruptive, anarchic, seductive and repulsive. They are rhetorically bewitching and morally dangerous. This course will pay close attention to these devils and their devilry. What do they do? How do they speak? What do they know and what choice do they have in being so diabolical? Rather than viewing devils simply as spiritual antagonists, instead we will investigate them as complex creatures doing serious theological work in the difficult and spiritually tumultuous towns of late medieval England. Through close critical inquiry, contextual reading and some of our own imaginative stagings, we will explore the central role of the "diabolic" in late medieval drama and its sometimes troubling vision of Christian life.

Literature

ENGL BC1901 INTRODUCTION TO COMICS # GRAPHIC NOVELS. 3.00 points.

This course provides students with an introduction to the scholarly study of comics and graphic novels. It is designed to teach students how to analyze these texts by paying special attention to narrative forms and page design. As part of this focus, attention will be given to the way that comics and graphic novels are created and the importance of publication format. In addition to studying comics and graphic novels themselves, we will look at the way that scholars have approached this emergent field of academic interest

AFEN BC3009 TONI MORRISON: AN ETHICAL POETICS. 4.00 points.
Not offered during 2024-2025 academic year.

Toni Morrison set herself a challenge: to engage language in complex literary ways in order to reveal the 'fact' of race in the lived experiences of Americans—those made to bear the burden of being 'raced,' those exercising the prerogative of 'racing,' and those who imagine that none of this applies to them. We travel with her artistic path from *The Bluest Eye* to her later novels to learn how her choice to create figurative, logical narratives seek their own understanding of the ethics of what she called the "manageable, doable, modern human activity" of living in 'the house of race.'

Spring 2025: AFEN BC3009

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3009	001/00886	T 12:10pm - 2:00pm 501 Diana Center	Yvette Christianse	4.00	23/30

ENGL BC3098 THE ENGLISH CONFERENCE. 1.00 point.

The English Conference: The Lucyle Hook Guest Lectureship is a two to four-week course each semester on a special topic presented by a visiting scholar. The series was endowed by a gift from Professor Emerita of English Lucyle Hook to bring our students and faculty the perspective of scholars of literature in English working outside the College community. It can only be taken for pass/fail for 1 point. Students must attend all four class sessions and write a final paper in order to receive credit for this course. To see the dates/times that The English Conference will meet this semester, the current course description, and the biography of the visiting scholar, please visit the English Department website: <https://english.barnard.edu/english/english-conference>

Fall 2025: ENGL BC3098

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3098	001/00845	T 12:10pm - 2:00pm Room TBA	Ross Hamilton	1.00	35/60

ENGL BC3130 THE AMERICAN COWBOY AND THE ICONOGRAPHY OF THE WEST. 3.00 points.

Prerequisites: Enrollment limited to 14 students.
This entertaining and edifying lecture-not-unmixed-with conversation course will consider the icon of the American cowboy, with its signature embrace of masculinity, stoicism, elegiac music, and identification with nature. We will read Cormac McCarthy's dazzling *Border Trilogy* and other works that emerge from this icon, watch a curated series of cowboy movies, and write critical essays

Fall 2025: ENGL BC3130

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3130	002/01002	M W 2:40pm - 3:55pm 409 Barnard Hall	Margaret Ellsberg	3.00	26/39

AFEN BC3134 UNHEARD VOICES: AFRICAN WOMEN. 4.00 points.
Not offered during 2024-2025 academic year.

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

Spring 2025: AFEN BC3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3134	001/00016	Th 4:10pm - 6:00pm 324 Milbank Hall	Yvette Christianse	4.00	6/25

AFEN BC3135 Zora Neale Hurston: A Writing Life. 4.00 points.

On her "Record of Freshman Interest" form, Zora Neale Hurston, Barnard class of 1928, wrote in response to the question of what vocation or profession she had in mind after graduation, "I have had some small success as a writer and wish above all to succeed at it. Either teaching or social work would be interesting, but consolation prizes." No consolation prize was necessary as Hurston became one of American and African American literature's finest writers, America's first Black anthropologist, and a Black feminist ancestor and icon.

A deep dive into Hurston's work and writing life, this course reads Hurston as a narrative stylist and theorist in multiple genres: as poet, essayist, writer of short stories, novelist, playwright, folklorist, and autobiographer. The goal of this class is to read Hurston closely and widely and to identify and examine her aesthetic philosophy and stylistic choices as one of the first African American women able to have a writing "career." In Spring of 2026, this class will center the cultural context in which Hurston wrote, using the New York Historical's exhibition *Gay Harlem Renaissance*. Hurston was an active part of a coterie of artists and intellectuals who made up the "queer mentorship and gay-inclusive salons and friendship circles that helped sustain the Harlem Renaissance." We will also partner with the Digital Humanities Center at Barnard, as well as Barnard Archives, in the preparation of final digital projects that can be shared with the college community

Spring 2025: AFEN BC3135

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3135	001/00017	W 10:10am - 12:00pm 405 Barnard Hall	Monica Miller	4.00	11/15

ENGL BC3141 MAJOR ENGLISH TEXTS I. 3.00 points.

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. 3.00 points.

Prerequisites: Enrollment limited to 25 students.

A chronological view of the variety of English literature through study of selected writers and their works. Spring: Romantic poets through the present

ENGL BC3146 Walk This Way. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 40 students.

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.

Spring 2025: ENGL BC3146

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3146	001/00175	T Th 10:10am - 11:25am 302 Barnard Hall	William Sharpe	3	40/40

ENGL BC3147 Introduction to Narrative Medicine. 4 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 15 students. 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.

ENGL BC3151 Bad Feelings: The Uses of Literature in Difficult Times. 4 points.

Not offered during 2024-2025 academic year.

This course will explore the purposes of literary study—and, by extension, humanistic education—during periods of turmoil. Working in sustained dialogue with one another, we will explore the treatment of emotions such as despair, anxiety, loss, fury & ecstasy in a wide variety of literary texts, ranging from literature that is ancient (e.g., Sophocles, Euripides) to early modern (William Shakespeare, Margaret Cavendish) to modern (Virginia Woolf, Ralph Ellison, Elena Ferrante). In the process, we will explore various schools of critical theory, such as Aristotle's *Poetics* (including the ancient theory of catharsis), psychoanalysis, and feminism, in a context where the stakes of these intellectual traditions will come to the fore.

ENGL BC3154 Chaucer Before Canterbury. 3 points.

Not offered during 2024-2025 academic year.

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 THE CANTERBURY TALES. 3.00 points.

Not offered during 2024-2025 academic year.

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 BC3159 THE ENGLISH COLLOQUIUM. 4.00 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

Fall 2025: ENGL BC3159

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3159	001/00506	T 12:10pm - 2:00pm Room TBA	Ross Hamilton	4.00	3/12
ENGL 3159	002/00657	M 2:10pm - 4:00pm 101a Barnard Hall	Atefeh Akbari Shahmirzadi	4.00	13/13
ENGL 3159	003/00839	T 11:00am - 12:50pm 223 Milbank Hall	Eugene Petracca	4.00	13/14

ENGL BC3160 THE ENGLISH COLLOQUIUM. 4.00 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 irreducibly 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 Wollstonecraft, among others

Spring 2025: ENGL BC3160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3160	001/00223	Th 9:10am - 10:50am 119 Milstein Center	Ross Hamilton	4.00	8/12
ENGL 3160	002/00224	T 11:00am - 12:50pm 405 Barnard Hall	Achsah Guibbory	4.00	14/12
ENGL 3160	003/00225	W 12:10pm - 2:00pm 405 Barnard Hall	Jayne Hildebrand	4.00	13/12
ENGL 3160	004/00226	M 2:10pm - 4:00pm 101a Barnard Hall	Andrew Lynn	4.00	12/12

ENGL BC3162 DONNE, THE METAPHYSICALS, AND HIS LEGACY. 3.00 points.

John Donne is the most famous “Metaphysical Poet” of the 17th century. The term “metaphysical” to refer to his poetry was first used by Samuel Johnson in the 18th century. It was popularized in the 20th century by T. S. Eliot, who lamented what he called a “dissociation of sensibility” that set in during the 17th century, whereas (Eliot said) “a thought to Donne was an experience,” as if mind was not simply a separate thing from embodied experience. Donne’s poetry has long been admired, indeed loved, embraced by later readers, writers, and artists—not just in England and America but in different parts of the world. He has left a rich legacy, and what Judith Scherer Herz calls his “voiceprint” on diverse later writers. In my experience, students always want to spend more time on Donne. In this course, we will do that, reading his poetry with attention but also his prose Devotions Upon Emergent Occasions, written in 1623 during the plague when he came close to dying. The Devotions found a new life during the AIDS crisis, and then again during our Covid pandemic. The line from the Devotions that begins “No man is an island” has been part of our culture for a century, though many have no idea where it comes from. In this course, we will engage in “attentive,” patient reading of his texts, entering in them, trying to figuring them out, much as Donne sought to figure out lived experience in richly metaphorical writing. Though Donne is at the center of the course, we will also read a selection of poems by other 17th-century Metaphysical poets—George Herbert, Henry Vaughan, Katherine Philips, Andrew Marvell—and Sir Thomas Browne’s prose *Hydriotaphia: Or Urn Burial*, occasioned by the excavation of ancient burial urns discovered in Norwich. Browne tries to figure out the identity of these urns, then moves to a fascinating survey of the burial practices of different cultures over a long period of time, and then concludes with a profound meditation on memory, legacy, and our desire for immortality, perpetuating our earthly connections. Donne left an impression on so many writers such as Yeats, Dylan Thomas, and Seamus Heaney; Emily Dickinson, Elizabeth Bishop, and Adrienne Rich; Djuna Barnes (her novel *Nightwood*, a lesbian classic), Robert Lowell and Anthony Hecht, the Bengali Rabinadrath Tagore; Joseph Brodsky, Yehudah Amichai and Leonard Cohen; Linda Gregerson, and Kimberly Johnson. So many possibilities for anyone interested in exploring beyond the limits of syllabus. Donne’s poetry has had (and continues to have) a transhistorical and transcultural currency. This course begins to opening up possibilities, as we think about how and why we read imaginative literature from the past

ENGL BC3163 SHAKESPEARE I. 3.00 points.

Prerequisites: Enrollment limited to 60 students.

A critical and historical introduction to Shakespeares 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

Fall 2025: ENGL BC3163

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3163	001/00022	M W 8:40am - 9:55am 323 Milbank Hall	Peter Platt	3.00	21/60

ENGL BC3164 SHAKESPEARE II. 3.00 points.

Prerequisites: Enrollment limited to 60 students.

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

Spring 2025: ENGL BC3164

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3164	001/00176	T Th 4:10pm - 5:25pm 323 Milbank Hall	Rachel Eisendrath	3.00	50/60

ENGL BC3165 The Elizabethan Renaissance: The Complete Nondramatic Poetry of Marlowe and Shakespeare. 3 points.
Not offered during 2024-2025 academic year.

In this course, we will read the complete nondramatic poetry of Christopher Marlowe and William Shakespeare, working closely through sonnets, epyllia (mini epics), and translations. How do Marlowe and Shakespeare put into play inherited and new ideas about history, gender, sexuality, politics, law, God, race, matter, print, and literary form (especially the sonnet)?

ENGL BC3166 17TH-CENTURY PROSE # POETRY. 3 points.

Not offered during 2024-2025 academic year.

The seventeenth century was a century of revolution, giving birth to modern ways of thinking, and calling into question many of the old ways. In the early years, many were affected by melancholy, some believing the world was approaching the endtimes. England experienced plagues, particularly in London, and other catastrophes. So we might find some affinity with our own current situation, facing new challenges, our world turned upside down, which is what many people felt during that time. Out of all of this turmoil, however, came great literature including lyric poems by John Donne and others exploring love and desire, doubt and faith, sex and God. Donne also wrote a series of Devotions grappling with mortality over a course of 23 days when he was suffering from typhus or relapsing fever and almost died. Others turned to find solace in the natural world and friendship (Amelia Lanyer, Katherine Philips, Henry Vaughan). Robert Burton wrote a book on melancholy, which he kept adding to. Francis Bacon thought a revolution in science could redeem the world. Thomas Browne, a physician as well as writer, tackled the problem of intolerance and religious conflict. Thomas Hobbes thought only a firm (authoritarian?) government could reestablish peace and security, while Gerard Winstanley (a "Leveller") thought that owning land (and money) was the source of all war and misery. Transgressive women had their own ideas. The Quaker leader Margaret Fell defended women's right to preach. We will read selections from these and other writers, understanding them in their historical context and with a sense of their current resonance. The seventeenth century was a century of revolution, giving birth to modern ways of thinking, and calling into question many of the old ways. In the early years, many were affected by melancholy, some believing the world was approaching the endtimes. England experienced plagues, particularly in London, and other catastrophes. So we might find some affinity with our own current situation, facing new challenges, our world turned upside down, which is what many people felt during that time. Out of all of this turmoil, however, came great literature including lyric poems by John Donne and others exploring love and desire, doubt and faith, sex and God. Donne also wrote a series of Devotions grappling with mortality over a course of 23 days when he was suffering from typhus or relapsing fever and almost died. Others turned to find solace in the natural world and friendship (Amelia Lanyer, Katherine Philips, Henry Vaughan). Robert Burton wrote a book on melancholy, which he kept adding to. Francis Bacon thought a revolution in science could redeem the world. Thomas Browne, a physician as well as writer, tackled the problem of intolerance and religious conflict. Thomas Hobbes thought only a firm (authoritarian?) government could reestablish peace and security, while Gerard Winstanley (a "Leveller") thought that owning land (and money) was the source of all war and misery. Transgressive women had their own ideas. The Quaker leader Margaret Fell defended women's right to preach. We will read selections from these and other writers, understanding them in their historical context and with a sense of their current resonance.

Spring 2025: ENGL BC3166

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3166	001/00177	T Th 2:40pm - 3:55pm 203 Diana Center	Achsah Guibbory	3	29/30

ENGL BC3167 MILTON. 3.00 points.

How and why might we read Milton now? And how do his writings and thinking intersect with issues in our present moment? We will read his influential epic *Paradise Lost* after reading selections of Milton's earlier poetry and prose (attack against censorship, defenses of divorce, individual conscience, toleration, complicated issues of political and religious liberty). He wrote about these matters as he was involved in the English Civil war, an advocate of liberty (we will consider what kind, for whom?) and revolution, which Americans would embrace as inspiration and to justify the American Revolution. We will critically read Milton's literary and political texts within the contexts of religious, political, and cultural history of early modern England and Europe but also colonial and revolutionary America—asking difficult questions, and with a sense of how Milton's writing connects to present issues of our time

Fall 2025: ENGL BC3167

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3167	001/00507	M W 2:40pm - 3:55pm 403 Barnard Hall	Achsah Guibbory	3.00	17/40

ENGL BC3169 Renaissance Drama. 3 points.

Not offered during 2024-2025 academic year.

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.

ENGL BC3170 LITERATURE AND SCIENCE 1600-1800. 3.00 points.

The "Scientific Revolution" began in England in the early seventeenth century, with the experiments of John Dee and the reforming projects of Francis Bacon, to culminate in Isaac Newton's discovery of the natural laws of motion. This was also a period of great literary innovation, from Shakespeare's plays and the metaphysical poetry of Marvell and Donne, to the new genre of the novel. This course will explore both the scientific and literary "revolutions" – indeed we will attempt to put them in a kind of conversation with one another, as poets and scientists puzzled over the nature of spirit, body, and the world

ENGL BC3171 LITERATURE AND PSYCHOANALYSIS. 3.00 points.

Not offered during 2024-2025 academic year.

Love him or hate him—or both, as is more often and more fittingly the case—you must admit that Freud turned the world upside-down. Against the supposed supremacy of rational consciousness, he found the power of the unconscious. At the heart of civilized order, he uncovered ever more sophisticated mechanisms of repression. Where the world saw the march of progress, he saw the death drive. And he discovered all of this through a new invention, a science of narrative, called psychoanalysis. According to this science, we are the stories we tell. And this means that we, our lives, our joys and anxieties, our past and our future, are like any story: always open to interpretation. In this course, we turn this lens back upon psychoanalysis, opening its clinical history and fundamental concepts to critical, literary interpretation. Beginning with Freud but moving beyond him, we will read foundational psychoanalytic texts alongside plays, poetry, novels, short stories, and films that corroborate, complicate, and contest the Freudian framework. We will consider the intrinsically literary qualities of psychoanalysis and, inversely, we will ask what literature, literary criticism, and literary theory gain or lose in this critical relation to psychoanalysis

Spring 2025: ENGL BC3171

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3171	001/00178	T Th 2:40pm - 3:55pm 207 Milbank Hall	Nathan Gorelick	3.00	21/30

ENGL BC3173 THE EIGHTEENTH-CENTURY NOVEL. 3.00 points.

Prerequisites: Enrollment limited to 100 students.
In the seventeenth century, a new genre appears across Europe: the novel. Why does it appear? What accounts for its increasing popularity across the eighteenth century? What role does it play, in personal psychology as well as society? To puzzle these questions, we will place the development of the novel within the history of art, philosophy and science, as well as psychology and literary theory. Readings may include novels by Mme. de La Fayette, Aphra Behn, Daniel Defoe, Henry Fielding, John Cleland, the Marquis de Sade, William Godwin, and Jane Austen, as well as essays by Benjamin, Adorno, Foucault, Elias, Moretti, and others

Fall 2025: ENGL BC3173

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3173	001/00847	T Th 2:40pm - 3:55pm 302 Barnard Hall	Monica Cohen	3.00	26/40

ENGL BC3174 The Age of Johnson. 3 points.

Not offered during 2024-2025 academic year.

The works of Johnson, Boswell, and their contemporaries in historic context; rise of the novel (Richardson, Fielding, and Sterne); poets from Pope to Blake and Wordsworth; women writers from Carter to Collier to Wollstonecraft; working class writers; topics include slavery and abolition in literature, the democratization of culture, and the transition to romanticism.

ENGL BC3176 The Romantic Era. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 100 students.
Romantic writers in their intellectual, historical, and political context, with reference to contemporary movements in philosophy, music, and the plastic arts. Authors include Blake, Wordsworth, Coleridge, Byron, P.B. Shelley, and Keats. An emphasis on close reading of the poetry.

ENGL BC3177 VICTORIAN AGE IN LITERATURE. 3.00 points.

Prerequisites: Enrollment limited to 50 students.

"We have become a novel-reading people," wrote Anthony Trollope in 1870. "Novels are in the hands of us all; from the Prime Minister down to the last-appointed scullery maid." This course will consider why the novel was so important to Victorian culture and society. What made the Victorian novel such a fertile form for grappling with the unprecedented cultural changes of the nineteenth century? To address this question, we will explore how Victorian novels both responded to, and participated in, major social and cultural shifts of the period, including industrialism and urbanization; colonialism and empire; the changing status of women, sexuality, and marriage; the emergence of Darwinism; class conflict and social reform; and the expansion of education and literacy. This course will also consider more broadly what novels are for, and what the Victorians thought they were for. Do novels represent the world as it really is, or do they imagine it as it ought to be? What kinds of solutions to social and political problems can novels offer? Can novels ethically improve (or corrupt) their readers? We will consider these issues in the context of realism, Victorian literature's trademark genre, but we'll also explore an array of other genres, such as the industrial novel, the Bildungsroman, the sensation novel, detective fiction, and gothic fiction. Authors include Jane Austen, Charles Dickens, Charlotte Brontë, George Eliot, Wilkie Collins, and others

Fall 2025: ENGL BC3177

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3177	001/00508	T Th 8:40am - 9:55am 302 Barnard Hall	Jayne Hildebrand	3.00	33/40

ENGL BC3178 Victorian Poetry and Criticism. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited 35 students.

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.

ENGL BC3179 AMERICAN LITERATURE TO 1800. 3.00 points.

This course surveys American literature written before 1800.

While we will devote some attention to the literary traditions that preceded British colonization, most of our readings will be of texts written in English between 1620 and 1800. These texts—histories, autobiographies, poems, plays, and novels—illuminate the complexity of this period of American culture. They tell stories of pilgrimage, colonization, and genocide; private piety and public life; manuscript and print publication; the growth of national identity (political, cultural, and literary); Puritanism, Quakerism, and Deism; race and gender; slavery and the beginnings of a movement towards its abolition. We will consider, as we read, the ways that these stories overlap and interconnect, and the ways that they shape texts of different periods and genres

Fall 2025: ENGL BC3179

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3179	001/00510	M W 11:40am - 12:55pm 409 Barnard Hall	Lisa Gordis	3.00	11/35

ENGL BC3180 AMERICAN LITERATURE 1800-1870. 3.00 points.

Texts from the late Republican period through the Civil War explore a range of intersecting literary, political, philosophical, and theological issues, including the literary implications of American independence, the status of Native Americans, the nature of the self, slavery and abolition, gender and woman's sphere, and the Civil War. Writers include Washington Irving, Ralph Waldo Emerson, Walt Whitman, Henry David Thoreau, Frederick Douglass, Margaret Fuller, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, Harriet Jacobs, and Emily Dickinson

Spring 2025: ENGL BC3180

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3180	001/00180	M W 11:40am - 12:55pm 409 Barnard Hall	Lisa Gordis	3.00	23/30

ENGL BC3181 AMERICAN LITERATURE 1871-1945. 3.00 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, Twain, James, Griggs, Wharton, Faulkner, and Hurston alongside political and cultural materials including Supreme Court decisions, geometric treatises, composite photography and taxidermy

ENGL BC3183 AMERICAN LITERATURE SINCE 1945. 3.00 points.

Prerequisites: Enrollment limited to 56 students.

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

Fall 2025: ENGL BC3183

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3183	001/00511	M W 1:10pm - 2:25pm 409 Barnard Hall	Maura Spiegel	3.00	26/30

ENGL BC3185 Modern British and American Poetry. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 45 students.

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.

Spring 2025: ENGL BC3185

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3185	001/00181	T Th 8:40am - 9:55am 409 Barnard Hall	William Sharpe	3	22/30

Fall 2025: ENGL BC3185

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3185	001/00849	M W 11:40am - 12:55pm 302 Milbank Hall	Michael Dickman	3	20/34

ENGL BC3188 The Modern Novel. 3 points.
Not offered during 2024-2025 academic year.

Examines formal changes in the novel from nineteenth-century realism to stream of consciousness, montage, and other modernist innovations. Social and historical contexts include World War I, urbanization, sexuality and the family, empire and colonialism. Works of Henry James, E. M. Forster, Ford Madox Ford, Joseph Conrad, Virginia Woolf, James Joyce.

Fall 2025: ENGL BC3188

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3188	001/00996	M W 1:10pm - 2:25pm 223 Milbank Hall	Mary Cregan	3	10/35

ENGL BC3189 POSTMODERNISM. 3.00 points.
Not offered during 2024-2025 academic year.

This course considers how Postmodernisms profound distrust of language and narrative transforms the form and function of literature. Writers include Stoppard, Pynchon, Didion, Morrison, Robinson, Coetzee, Ishiguro, Wallace, Ashbery, and Hejinian

Spring 2025: ENGL BC3189

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3189	001/00182	T Th 11:40am - 12:55pm 409 Barnard Hall	Kristi-Lynn Cassaro	3.00	23/30

ENGL BC3192 ESTRANGEMNT/EXILE GLOB NOVELS. 4.00 points.
Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 22 students.
“...but she had no worldly wisdom; her powers were unadapted to the practical business of life; she would fail to defend her most manifest rights, to consult her most legitimate advantage. An interpreter ought always to have stood between her and the world.” Charlotte Brontë on her late sister the novelist Emily Brontë. This course examines the development of literary fiction in response to history. Through a diverse selection of books—novels, novellas, and verse—spanning nearly 2400 years, we will investigate the seemingly contradictory condition of the author as both outsider and insider. We will look at how writers from various backgrounds have addressed social and political alienation, national and personal crisis, through narrative. The uniqueness of the texts lies not just in how implicated they are in history, but in their resistance against generalization and intolerance. Two areas of critical concern govern the selection: Romanticism brings to focus responses to estrangement and injustice; and Modernism is seen as individual expression to alienation and exile. However, implicit also is the desire to complicate the distinction between those two schools. What unites these concerns, however, is how our writers’ artistic commitment, as both witnesses and participants, creates an opportunity for literature to reveal more than the author intends and, on the other hand, more than what power desires

ENGL BC3193 CRITICAL WRITING. 4.00 points.

Prerequisites: Enrollment restricted to Barnard students.
Open to all students. This course teaches clear writing and provides exposure to a range of interpretative strategies. 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

Spring 2025: ENGL BC3193

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3193	001/00227	T Th 4:10pm - 5:25pm 318 Milbank Hall	Atefeh Akbari Shahmirzadi	4.00	11/10
ENGL 3193	002/00228	T Th 2:40pm - 3:55pm 101a Barnard Hall	Kristi-Lynn Cassaro	4.00	5/10
ENGL 3193	003/00229	M W 10:10am - 11:25am 101a Barnard Hall	Andrew Lynn	4.00	11/10
ENGL 3193	004/00230	T Th 5:40pm - 6:55pm 404 Barnard Hall	Eugene Petracca	4.00	0/5

Fall 2025: ENGL BC3193

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3193	001/00512	T Th 1:10pm - 2:25pm 101a Barnard Hall	Kristi-Lynn Cassaro	4.00	10/10
ENGL 3193	002/00513	M W 11:40am - 12:55pm 613 Milstein Center	Andrew Lynn	4.00	12/10
ENGL 3193	003/00840	T Th 2:40pm - 3:55pm 101a Barnard Hall	Eugene Petracca	4.00	8/10

ENGL BC3194 LITERARY THEORY. 4.00 points.

In this course, we will trace the complex category of imitation from its ancient roots to some of its modern theoretical and literary manifestations. Interpreted differently by different thinkers, imitation can refer to the problem of art’s imitation of things in the world (e.g., your portrait looks like you), art’s imitation of other artistic works (e.g., your portrait looks like a Rembrandt), people’s imitation or even mimicry of one another (who does she think she is?). The latter form of imitation raises the most overtly socio-political questions, whether by replicating social power structures in order to “pass” in a potentially hostile environment or by subverting these same structures through mimicking, outwitting, critiquing, or mocking them. At its core, the category of imitation focuses our attention on what is so central to artmaking that it almost eludes our notice: the question of resemblance. Put in its simplest form: What are we doing (philosophically, artistically, socially) when we make one thing resemble another?

ENGL BC3195 MODERNISM. 3.00 points.**Not offered during 2024-2025 academic year.**

Prerequisites: Enrollment limited to 56.

A deeply ambivalent, transatlantic movement, Modernism grapples with revolutionary forces that defy traditional structures: the 19th-century Darwinian inversion to the old idea of order, the advent of psychoanalysis, the crisis of world war, and the anxiety and exuberance of shifting gender paradigms. The ensuing cultural upheaval disorders not only the content but also the literary forms of Modernism, giving rise to abstraction, fragmented narrative structures, stream-of-consciousness prose and the extreme erudition T.S. Eliot "shored against [the] ruins" of so-called civilization in "The Waste Land." Special attention will be devoted to how seminal manifestos, most notably "Tradition and the Individual Talent" and A Room of One's Own, frame the movement's embattled aesthetics. Works by Djuna Barnes, T.S. Eliot, William Faulkner, Ernest Hemingway, James Joyce, D.H. Lawrence, Muriel Rukeyser, Jean Toomer, Gertrude Stein, Wallace Stevens, William Carlos Williams, Virginia Woolf, and W.B. Yeats

Fall 2025: ENGL BC3195

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3195	001/00841	T Th 10:10am - 11:25am 203 Diana Center	Kristi-Lynn Cassaro	3.00	23/40

AFEN BC3196 HARLEM RENAISSANCE LITERATURE. 4.00 points.

Home to Harlem focuses on the relationship between art, activism and social justice during the Harlem/ New Negro Renaissance. Exploring the cultural contexts and aesthetic debates that animated Harlem in 1920s to 1930s, the course discusses the politics of literary and theatrical production, while exploring the fashioning and performance of New Negro identity through fiction, poetry, essays, and artwork. Topics considered include: role of Africa/slavery/the south in New Negro expression, patronage, passing, primitivism/popular culture, black dialect as literary language, and the problematics of creating a "racial" art in/for a community comprised of differences in gender, class, sexuality, and geographical origin

Spring 2025: AFEN BC3196

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3196	001/00570	W 4:10pm - 6:00pm 406 Barnard Hall	Maleda Belilgne	4.00	14/16

ENGL BC3204 WORLD LITERATURE REVISITED. 3.00 points.

As a discipline, World Literature dates back to the early 19th century and Goethe's concept of weltliteratur. Yet, despite the fact that Goethe was well-versed in the literature of the "Orient" and emphasized their centrality in weltliteratur, the languages that he spoke of and underlined within the formation of this literature were mostly German and Romance languages. Institutionally speaking, not much has changed over the past couple of centuries. More often than not, studying the literature of locations such as the Middle East, Africa, and East and Southeast Asia takes place in Area Studies departments, and offerings of these areas' literatures even in Comparative Literature departments are few and far in between. This course looks at a sample of texts that might be studied within the rubric of World Literature in an English department. We will examine foundational genres in English literary studies, such as epic and lyric poetry and free verse, dramatic literature, and the novel, and study variations of these genres in other literary traditions. Given that we're reading many of the texts in translation, the issue of translating literary texts into English is a central component of our discussion. Specifically, we will think about the role that translation plays in the production and politics of World Literature and how the issue of translation differentiates between the disciplines of Comparative Literature and World Literature. We will also study adaptations of and artistic responses to canonical works. Some questions we will tackle include: What/where/whom constitutes the world in World Literature? Traditionally, why have some types of writing and inscription been privileged over others when determining the category of literature? How do we read similarities and differences in the texts while placing them in their particular contexts and histories?

ENGL BC3205 WORLD LITERATURE REVISITED II. 3.00 points.

(Please note that you do not need to take ENGL BC3204 World Literature Revisited I and ENGL BC3205 World Literature Revisited II in sequence; you may take them in any order.) As a discipline, World Literature dates back to the early 19th century and Goethe's concept of weltliteratur. Yet, despite the fact that Goethe was well-versed in the literature of the "Orient" and he emphasized their centrality in weltliteratur, the languages that he spoke of and underlined within the formation of this literature were mostly German and Romance languages. Institutionally speaking, not much has changed over the past couple of centuries. More often than not, studying the literature of locations such as the Middle East, Africa, or East Asia takes place in Area Studies departments, and offerings of these areas' literatures in Comparative Literature departments are few and far in between. In World Literature Revisited I, we imagined what a survey of World Literature in a literary studies department could look like, as we dealt with ancient texts until around the 14th century, with a focus on origin stories and epic narratives, lyric poetry, historical narratives, and sacred/religious texts. In World Literature Revisited II, we will continue to investigate and challenge the categories of "Eastern" and "Western" literature and think through the categories of "world" and "literature" in the course title. In this part of the course, we will work on (classical, early modern, and modern) drama, modern poetry, and the novel, with a particular focus on reading in comparison adaptations, appropriations, and literary responses. What/where/whom constitutes the world in World Literature? How can we read and trace literary influence across these literatures without reducing them to a mere repetition of the same themes and ideas? Finally, we will think about the role that translation plays in the production and politics of World Literature, particularly when it comes to adaptations and appropriations, and how the issue of translation differentiates between the disciplines of Comparative Literature and World Literature

ENGL BC3207 THE 'GLOBAL' NOVEL. 3.00 points.

"Yes, globalization can produce homogeneity, but globalization is also a threat to homogeneity." –Kwame Anthony Appiah, "The Case for Contamination," New York Times Magazine, 2006 Thinking through the arguments both in favor of and against globalization, particularly in the realm of cultural productions, in this course we will discuss the "global" novel. To that end, we will read essays from The Global Novel: Writing the World in the 21st Century about works such as Americanah, Snow, and The Reluctant Fundamentalist (along with the novels themselves) to investigate what is meant by "global" and what the criteria for including novels in this categorization are. We will also consider whether there is an erasure of cultural difference and nuance in reading novels using a globalizing perspective in order to render them more approachable for a (primarily) US audience. In order to think through and challenge this category of the global, we will also read novels that can be roughly categorized as postcolonial. We will thus consider how struggles for independence and the desire to locate one's identity either within freshly liberated nation-states or in the process of immigrating to former metropolises could give rise to cultural and psychological anxieties. We will also consider the manner in which late-stage capitalism could indeed push toward homogenized senses of self that manifest in a category such as the "global novel" and whether arguments could be made in favor of such homogenization. Ultimately, we will think about the politics of globalization and the desire to include in or exclude from the "global" certain locations, cultural products, or peoples

Spring 2025: ENGL BC3207

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3207	001/00183	T Th 1:10pm - 2:25pm 409 Barnard Hall	Atefeh Akbari Shahmirzadi	3.00	20/30

ENGL BC3214 LATINX AND THE ICE/PRISON INDUSTRIAL COMPLEX - ACCESS AND STRATEGIES FOR NEWS COVERAGE. 4.00 points.

This course encompasses themes of race, ethnicity, mass incarceration, and immigration in the modern United States, with special attention to the stories of Latinx people. We will consider the roles of journalistic writing, documentaries, and personal narratives in shaping public policy and attitudes towards lives behind bars. Guest speakers will also provide personal experiences to help reframe our own narratives and perspectives on these issues. The course's primary goal is to challenge the process of how stories of race, immigration, and mass incarceration are written, by developing scholarly pieces

Fall 2025: ENGL BC3214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3214	001/00837	Th 12:10pm - 2:00pm 214 Milbank Hall	Maria Hinojosa	4.00	27/28

ENGL BC3215 VICTORIAN SCIENCE#SCIFI. 3.00 points.
Not offered during 2024-2025 academic year.

Although Victorian fiction is best known today for its realist commitment to representing the world "as it really is," especially in genres such as the courtship novel and the Bildungsroman, Victorian novelists also wrote during an age of enthusiastic scientific inquiry that questioned and revised the very fabric of the reality that realist genres purported to represent. This course will accordingly explore the more adventurous and speculative fiction of the Victorian period that was most closely attuned to these new ways of representing and thinking about reality. How did new scientific developments such as evolutionary theory in biology, and the atomic theory in physics, reshape how writers viewed the relationships between human and animal, self and other, space and time, body and mind? How did departing from traditional realist modes enable Victorian science fiction writers to explore the ethical, social, and political implications of scientific theories in ways that scientific prose may not have envisioned? In this course we will read major works of Victorian fiction, by such authors as Mary Shelley, H.G. Wells, H. Rider Haggard, Robert Louis Stevenson, and others, alongside selections of scientific prose in such fields of Victorian science as biology, physics, mathematics, anthropology, and psychology. Throughout the course, we will understand "science" to include both major developments in the history of science, such as the emergence of evolutionary thought, as well as more eccentric Victorian areas of inquiry, such as phrenology, mesmerism, telepathy, and degeneration. The first three units into which the course is divided each explore a major field of Victorian science alongside a major conceptual category that it challenged and altered: biology and the nature of the human; psychology and the constitution of the self; the physical sciences and the nature of space and time. In each unit, we will investigate how writers' engagements with these conceptual questions led them to experiment with literary categories such as character, narration, and plot. The course will close with a unit on texts that more broadly address Victorian conceptions of progress, technology, and development. In addition to these specific thematic and formal questions, we will think broadly about how the Victorians understood the value of science and technology in relation to the arts and to literature, and ask what their answers to these questions can offer us as we navigate similar questions today. What does scientific thinking offer to literature, and what kinds of questions can literature answer that scientific prose cannot? Do technological and scientific progress open up utopian vistas for humanity's future, or are they more likely to lead to dystopian nightmares? Throughout the course, we will explore the resources that the literary imagination offers for thinking through the social consequences of scientific theories.

ENGL BC3218 THE 'ETHNIC' IN THE LITERARY MARKETPLACE. 3 points.**Not offered during 2024-2025 academic year.**

This course proposes to examine the implications of what Trinh T. Minh-Ha has called "specialness," or the distinctiveness of "ethnic" or "third world" experience, as it is represented and consumed in the literary marketplace (including classes like this one). That consumption has a discourse of its own, centered on often conflicting demands for authenticity. The test of authenticity for one reading community might be a book's perceived difference from that community's own experience; for another community (usually the one the author is perceived as coming from), the same book must represent a familiar experience to pass the test. Some questions we will address: How might "ethnic" writing and production both expose itself to and insulate itself from critique via claims to authenticity? How does an author negotiate others' demands for a certain kind of authenticity, and his or her own deeply felt (authentic?) need to consolidate identity by returning to ethnic "origins"? What in a set of publisher's or reader's demands for the "real" form or shape what we determine to be "fake"? We will study the primary texts in the context of mainstream literary reviews and other theoretical/polemical statements concerning the "meaning" of ethnic experience. Authors studied may include: Richard Wright, Zora Neale Hurston, Leslie Silko, Louise Erdrich, Sandra Cisneros, Richard Rodriguez, Ishmael Reed, Gloria Anzaldúa, Maxine Hong Kingston, Frank Chin, Jeanine Cummins, and Trinh Minh-Ha.

ENGL BC3242 LITERATURE OF LIBERATION BEFORE 1900. 3.00 points.

"We are all bound up together in one great bundle of humanity," wrote the abolitionist writer Frances Ellen Watkins Harper a few years after the Civil War. This course explores the creative productions, critiques, and political projects of colonized people themselves, specifically focusing on writers in the indigenous, African American, and global anti-imperialist traditions. How did these heterogeneous communities differently diagnose the context of colonialism? What positive horizons of freedom, equality, and democracy did they aspire towards? What do their works tell us about gender, land, and labor? We explore themes of sovereignty against settler colonialism in the work of indigenous writers like Kandaronk, William Apess, E. Pauline Johnson, Sarah Winnemucca, Zitkala Sa, and Liliuokalani, Queen of Hawaii. Next, we read the African American abolitionist tradition, beginning with Phillis Wheatley and slave narratives (Frederick Douglass, Mary Prince, Harriet Jacobs) followed by works by Harriet Wilson, Ida B. Wells, and Machado de Assis. The final third of the class will focus on works by those encountering imperialism in Egypt, South Asia, Latin America, the Philippines, and China: Al-Jabarti, Dinabandhu Mitra, José Martí, Jose Rizal, Huang Zunxian, and Qiu Jin

Fall 2025: ENGL BC3242

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3242	001/00024	M W 11:40am - 12:55pm LI001 Millstein Center	Ken Chen	3.00	22/50

ENGL BC3243 ABSENT MOTHERS, WICKED STEPMOTHERS. 4.00 points.

Why are stepmothers and stepdaughters inevitable enemies in folk and fairy tales? Why are fathers blameless and biological mothers absent (and usually dead)? And how do these narratives, so deeply woven into our own media and language, affect our sense of our own lived reality? In this course, we'll untangle the complicated web of relationships between mothers, daughters, and stepmothers in folk and fairy tales, from ancient Rome to current cinema. We'll read analytic psychology, feminist literary theory, cultural history, and other critical perspectives to help us analyze the absent mother, virginal daughter, hapless father, and evil stepmother tropes across time and space, so we can defamiliarize these familiar figures and develop a deeper understanding of how and why they dominate the popular imagination. This is an upper-level course, with priority for juniors and seniors

Fall 2025: ENGL BC3243

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3243	001/00636	W 2:10pm - 4:00pm 406 Barnard Hall	Wendy Schor-Haim	4.00	17/16

ENGL BC3244 PROUST: SWANN'S WAY. 4.00 points.

This class is organised around one book, Swann's Way, volume one of Marcel Proust's magnum opus, In Search of Lost Time, a work that is central to the history of the novel. Due to the length and complexity of the six volumes that make up In Search of Lost Time, it is not a novel that benefits from a schematic reading. It calls, instead, on our attention to be paid in an unusually close manner. It is a novel that is committed to the details, to close observation and the expansive and meditative nature of the life of the mind. Therefore, as well as being about Proust's work, the class is also concerned with questions of attention. As Adorno argued, In Search of Lost Time is a book that is "against the brutal untruth of a subsuming form forced on from above..." Students will get a chance to read Swann's Way—a book that is just under 500 pages long—in great depth over the course of the semester. And because the adjective "Proustian", it could be argued, has come to refer to works that have both succeeded as well as preceded Proust himself, students will be introduced to works by authors who might have influenced Proust — such as: Baudelaire, Balzac, George Eliot, Thomas Hardy, John Ruskin and Ralph Waldo Emerson — as well as examples of writers who had been inspired by Proust's work — such as: Virginia Woolf, Vladimir Nabokov, Javier Marias, Thomas Bernhard and W.G. Sebald. Creative and analytic close reading will be the primary tool of analysis

ENGL BC3246 WRITING THE MEDIEVAL SELF. 3.00 points.

The late Middle Ages and early Renaissance saw an explosion in the use of the first-person singular "I" by European writers of narrative texts. Although these narratives — among them dream visions, philosophical allegories, spiritual autobiographies, and straight-up novels — do not always correspond to modern ideas about autobiography, they nonetheless demonstrate a growing interest in such "autobiographical" topics as personal identity, sexual difference, mental illness, and disability, even as they experiment with a variety of literary forms and raise fundamental questions about the relationship between truth and writing. Writers will include Augustine, Dante, Boccaccio, Chaucer, Christine de Pisan, Thomas Hoccleve, Julian of Norwich and Teresa de Cartagena, among others. No foreign language experience is required for this course, but knowledge of Latin or Romance languages may be useful

ENGL BC3249 THE MARRIAGE PLOT. 4.00 points.

This upper-level research-oriented seminar will engage with literary expressions of the universally interesting topic of marriage. Tony Tanner in his famous *Adultery in the Novel* characterizes marriage as “the structure which supports all structure.” Contemporary critics have seen marriage as essential to maintaining the “family values” of the bourgeoisie; feminists and Marxists have challenged the economic assumptions of patriarchally-defined marriage. Folklorists have treated marriage as the endpoint of the search for a safe domestic space. Starting in ancient times with classic fairy tales and the Hebrew Bible, moving on to a famous medieval poem, a medieval memoir, and three nineteenth-century novels, we will encounter cultural expressions which address intimate partnerships with an emphasis on marriage as a defining condition

Fall 2025: ENGL BC3249

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3249	001/00637	W 12:10pm - 2:00pm 406 Barnard Hall	Margaret Eellsberg	4.00	9/14

ENGL BC3250 INTRODUCTION TO US LATINX LITERATURE. 3.00 points.

This course introduces students to a growing body of work by Latina and Latino writers in the United States, and engages with the critical tools necessary for analyzing a field of inquiry and practice that continues to reframe itself, right down to the label “Latinx.” What does that name include, and what does it exclude, in cultural productions born of conflicts of origin, language, race, gender, sexuality, and nationality? For some understanding of context, we will turn to the history and pressures of transnational migration, exile, assimilation, bilingualism and queerness as these variously affect the means and modes of the literary productions with which we’re concerned. At the same time, the course will emphasize the invented and hybrid nature of Latinx literary and cultural traditions, and it will investigate the place of those inventions in the larger framework of American intellectual and literary traditions. Readings will be drawn from work written primarily in English, but we will also consider graphic novels, Latinx performance, and works in translation

ENGL BC3251 NINETEENTH-CENTURY THRILLERS. 4.00 points.

This class will investigate the ways in which the nineteenth-century novel is shaped by the forces of horror, sensation, suspense and the supernatural. We will ask how the melodramatic imagination, the rhetoric of monstrosity, and the procedures of detection mark high narrative realism with the signs of cultural anxieties building up around nineteenth-century revolution, industrialization, capitalism, bigamy, Catholicism and immigration. Looking at representative samples of the Romantic neo-gothic novel, mid-century ghost stories, the highly popular and controversial sensation novels of the 1860’s along with their spectacular iterations on the Victorian stage, we will come away with a deeper and more nuanced understanding of the intersection between the novel and popular entertainment. Readings will probably include Austen’s *Northanger Abbey*, Brontë’s *Villette*, Braddon’s *Lady Audley’s Secret*, Collins’s *The Woman in White*, Dickens’s *Bleak House*, Stoker’s *Dracula*, plays by Boucicault, Hazelwood, Lewis, and Wood, and ghost stories by Edwards, Gaskell, Hood, and Mulock

Spring 2025: ENGL BC3251

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3251	001/00184	W 2:10pm - 4:00pm 214 Milbank Hall	Monica Cohen	4.00	23/21

ENGL BC3252 CONTEMPORARY MEDIA THEORY. 4.00 points.

Sophomore standing required. Attend first class for instructor permission. Registering for the course only through Student Planning 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 analog and digital media, and explore political theory and media theory written since the rise of the internet. Final projects on contemporary media forms

Fall 2025: ENGL BC3252

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3252	001/00638	Th 11:00am - 12:50pm 318 Milbank Hall	Jonathan Beller	4.00	9/18

AFEN BC3253 BEFORE 'BLACK LIVES MATTER': READING INSU. 4.00 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

ENGL BC3281 ILLEGAL IS NOT A NOUN: DISRUPTING NARRATIVES OF THE IMMIGRANT EXPERIENCE. 4.00 points.

This course engages with narratives about detention and deportation in the modern United States, with special attention to the stories of Latinx people. We will analyze how journalistic writing, documentaries, and personal narratives shape public policy and American attitudes about the “the immigrant experience.” What are these narratives, how are they told, and what are their implications? How do writers disrupt these narratives? We will develop four scholarly essays over the course of the semester to investigate these questions

Spring 2025: ENGL BC3281

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3281	001/00232	Th 2:10pm - 4:00pm 225 Milbank Hall	Maria Hinojosa	4.00	23/26

ENGL BC3288 ROMANCE. 3.00 points.

The literary mode we call “romance” has been enormously popular and influential from its origins in Hellenistic antiquity to current science fiction, and at all levels of textual ambition from popular culture to canonical literature. Within this mass of material, one constant element is romance’s encounter with boundaries. This course will explore such boundary moments in texts from the 5th to the 20th centuries: boundaries and transgressions of desire (romances of marriage and adultery), of time (the reimagining of antiquity), of national foundation, of geography (settings in a fantasy east), of gender, and of class, indeed the boundary of the human and the monstrous

ENGL BC3291 FICTIONS OF LAW AND CUSTOM: WHITENESS IN AMERICAN LITERATURE. 3.00 points.

This course examines "white" American identity as a cultural location and set of discourses and traditions with a history—in Mark Twain's terms, "a fiction of law and custom." What are the origins of "Anglo-Saxon" American identity? What are the borders, visible and invisible, against which this identity has leveraged position and power? How have these borders shifted over time, and in social and cultural space? How has whiteness located itself at the center of political, historical, social and literary discourse, and how has it been displaced? How does whiteness mark itself, or mask itself, in literature and in larger cultural practices? What does whiteness look like, sound like, and feel like from the perspective of the racial "other"? And in what ways do considerations of gender and class complicate these other questions?

ENGL BC3292 QNYC. 3 points.

Not offered during 2024-2025 academic year.

The cultural history of New York City is inextricable from the history of LGBTQI+ life. American poetry, theatre, ballet, opera, and visual art would be unrecognizable if New York had not been a hub for LGBTQI+ people. In this sprawling city, life could be characterized equally by its anonymity as by the sometimes exacting bonds of its many tight-knit sub-communities. This course will provide a survey of LGBTQI+ literature and some related arts based in the city, starting in the colonial era and extending to the present day.

ENGL BC3294 EXOPHONIC WOMEN. 3.00 points.

Language is the writer's instrument; what happens when there is more than one language to choose from, or when a dominant or initial language is replaced by another? What inspires, or necessitates, a writer to practice exophony: to migrate into "foreign" linguistic territory? And in the case of bilingual or plurilingual writers, what factors determine the language(s) chosen for creative expression, and what might cause that choice to shift over time? To what degree do exophonic writers create a third, hybrid language? And how might their works underscore the mutability and instability of language itself? This seminar will focus on a series of women who, either for political or personal reasons, have reshaped and revised their linguistic points of reference, radically questioning—and perhaps willfully subverting— notions of nationality, identity, linguistic normativity, and a "mother tongue". Special attention will be paid to the reception of exophonic writers, to feminist narratives of separation and self-fashioning, to mother-daughter dyads, to cases of self-translation, to colonialist and post-colonialist frameworks, and to how the phenomenon of exophony further complicates, but also enriches, the translator's task. Readings will combine literary texts with essays, interviews, and theoretical writings by and about exophonic writers. In addition to analytical papers, students will have the opportunity to experiment writing in another language and translating themselves into English. All readings will be in English; advanced reading knowledge of a foreign language is recommended but not required

ENGL BC3296 AGAINST COLONIALISM, AGAINST FASCISM. 4.00 points.

The Caribbean poet Aimé Cesaire argued that the terrors of World War II simply reflected colonial practices returned home to their origin, Western Europe. This course investigates the relationship between fascism and colonialism, during moment when we are experiencing a global rise in right-wing authoritarian governments premised on anti-migrant politics. What is the relationship between fascism and colonialism, and democracy, equality, and internationalism? What are the class alliances behind fascism? What are institutions that facilitate it? In a spirit of internationalism, this class brings together classic anti-colonial and anti-fascists works under one umbrella. We will start by reading theoretical texts by Umberto Eco, Toni Morrison, Susan Sontag, G.M. Tamás, W.E.B. Du Bois, Gandhi, Tagore, Nancy Cunard, and George Padmore. Texts include: The Underdogs, Azuela's novel of the Mexican Revolution; Chestnutt's The Marrow of Tradition; Family Lexicon, Natalia Ginzburg's memoir of Italian fascism; The Seventh Cross, a thrilling novel about escaping a German concentration camp by Anne Seghers, who herself escaped through France; Arab writers Etel Adnan, Emile Habibi, and Ghassan Kanafani; My Tender Matador by Chilean queer/trans author Pedro Lemebel; Philadelphia Fire by John Edgar Wideman; Ministry of Utmost Happiness by Roy; and Kureishi and Frears's queer countercultural film, Sammie and Rosie Get Laid

ENGL BC3297 UNSILENT VOICES: THE MEDIEVAL LYRIC IN EUROPE. 3.00 points.

From the fall of the Western Empire to the Protestant Reformation, a period of over 1000 years, poets in Europe produced an extraordinarily rich and varied body of lyric poetry that continues to exert a major influence on world literature today. While some of this poetry is religious in nature, a great deal also addresses such diverse themes as desire, selfhood, politics, gender, and humanity's relation to the non-human world. In this class we will examine medieval lyrics originally composed in a number of languages including but not limited to Old and Middle English, Latin, Occitan, Hebrew, Arabic, Italian, French, German and Portuguese. Aspiring polyglots welcome, but all readings will be provided in English translation. This course presumes no previous knowledge of medieval history or literature

ENGL BC3299 THE AUTOBIOGRAPHICAL EFFECT: EARLY MODERN TO MODERN. 4.00 points.

American poetry after 1960 famously took on a new intimacy and freshness of tone. Often called "confessional," this poetry often does not actually express the kind of guilty self-revelation such a term implies. As the critic David Kalstone put it, "American poetry of this period became increasingly available to autobiographical energies of all sorts, not simply to writing which was desperate and on the edge." This course examines some of that poetry, and its non-confessional use of an autobiographical "I." We will explore how this poetry, far from representing a rejection of tradition, drew on early modern work to imbue seemingly modern autobiographical effects with new quickness and life

ENGL BC3417 PERSIAN POETICS IN WORLD LITERATURE. 4.00 points.

Through a transcontinental network of poets and poetics from Iran and Russia to Germany and the United States, in this course we will: 1) learn about classical Persian poetry that was translated widely and contributed to the development of World Literature (the cornerstone of which was Johann Wolfgang Goethe's weltliteratur) and to study different translations and adaptations of this poetry; 2) study world poetry that Iranian poets had translated into Persian and analyze how these translations may have affected modern Persian poetics; 3) read in comparison modern Persian poetry and African diasporic poetry, discuss the intersections of the power structures of gender, class, race and ethnicity, and analyze how these power structures manifested themselves in pre-revolutionary Iran (and ultimately, what can be learned from including this historical context in contemporary Caribbean and African American studies). On a broader scale, this course aims to place Persian poetry and poetics within a world literature discourse, both in terms of its historical contributions to this discourse as well as the discourse's contributions to Persian poetics. It is meant to encourage you to investigate the role that translation plays in world literary studies; at the same time, it acknowledges the limits of global markets of literature and their politics of translation. Weeks eight through thirteen of the course in which Iranian poetry is put into conversation with African diasporic poetry, therefore, demonstrate the possibilities that open up in world literary studies when scholars expand their focus beyond proven literary connections and underscore cultural provenance as a basis for comparison

Spring 2025: ENGL BC3417

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3417	001/00185	W 2:10pm - 4:00pm 101a Barnard Hall	Atefeh Akbari Shahmirzadi	4.00	12/15

ENGL BC3418 DESIRE AND METAMORPHOSIS. 3.00 points.

Change is fundamental to our experience as human beings, and the experience of change lies at the heart of most great stories. Sometimes this is a transition that the heroine has desired; other times, alteration and transformation arise from sources mysterious and unknown, or as a result of the journey the story has brought them. This course examines the element of change in a wide range of literature, from Ovid to Maggie Nelson, from Shakespeare to Roxane Gay—but it also provides an opportunity for students to consider the ways in which they, too have been changed—by joy, by trauma, by time. In addition to writing critically about the works we will read together, students will also write a personal essay about their experience of metamorphosis; this essay will be examined in a modified workshop format. At semester's end, students will re-write and change that same essay, in hopes of seeing how revision on the page might provide a model for understanding the metamorphoses we experience as human beings on this earth. Authors will likely include Ovid, Kafka, Robert Louis Stevenson, Borges, Shaun Tan, Roxane Gay, George Saunders, Arthur C. Clarke, Shakespeare, and Maggie Nelson. There will be a final exam and a critical paper, as well as the personal essay, in two drafts

ENRE BC3810 LITERARY APPROACHES TO BIBLE. 4.00 points.

Prerequisites: Enrollment limited to 14 students.

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 2025: ENRE BC3810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENRE 3810	001/00186	M 2:10pm - 4:00pm 405 Barnard Hall	Margaret Ellsberg	4.00	11/12

AFEN BC3815 SHANGE # DIGITAL STORYTELLING. 4.00 points.

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.

Prerequisites: Enrollment limited to 12 students. Permission of the instructor required. Interested students should complete the application at: <https://bit.ly/AFEN3815>. 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 and in feminist history. We will examine Shange's works through the dual lenses of "embodied knowledge" and historical context. In conjunction with our multidisciplinary analysis of primary texts, students will be introduced to archival research in Ntozake Shange's personal archive at Barnard College. Thus the 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. 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. You can find more information and apply for the course at <https://bit.ly/AFEN3815>

Fall 2025: AFEN BC3815

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3815	001/00112	W 4:10pm - 6:00pm Online Only	Kim F Hall	4.00	10/12

AFEN BC3816 The Worlds of Ntozake Shange and Digital Storytelling. 4 points.

Prerequisites: AFEN BC3815 or equivalent.

This course has a prerequisite and an application: <http://bit.ly/AFEN3816>. This hands-on, project based course introduces students to the use of digital tools and sources to organize and manage their archival research, creatively interpret their findings, and communicate their results to the public. This semester, the course is somewhat different from 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. Working with the Barnard Digital Humanities Center, you will develop projects that teach some aspect of Shange's work and or feminist movements. But while making these new things, we will have ongoing discussions about the nature of digital life and evolving protocols for digital work. You will make plans to visit the archive appropriate to your project (in most cases this will be 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. 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.

AFEN BC3817 Black Shakespeare. 4.00 points.

This course examines Shakespeare's role in shaping Western ideas about Blackness, in processes of racial formation, and in Black freedom struggle. As one of the most enduring representations of a Black man in Western art Shakespeare's Othello will be a focal point. However, this course will examine other "race" plays as well as works perceived as "race-neutral" in tandem with Black "respeakings" of Shakespeare's works. This class is antiracist in intent and is shaped by several interlocking questions: What is Black Shakespeare? Can creators and scholars separate Shakespeare from the apparatus of white supremacy that has been built around his works? What are the challenges for BIPOC actors performing Shakespeare on the dominant stage? What are the challenges and obstacles for BIPOC scholars working on Shakespeare in academia? Can performing Shakespeare be an activist endeavor

Spring 2025: AFEN BC3817

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3817	001/00025	T 4:10pm - 6:00pm 214 Milbank Hall	Kim F Hall	4.00	7/12

ENGL GU4010 THE CANTERBURY TALES. 3.00 points.

This course has several parallel purposes. First and foremost, we explore an enormously ambitious and brilliant work of literature, both in its local variety (the individual tales, their prologues and epilogues, their self-conscious placement within late medieval cultural conventions), and in its overarching structures. This of course involves learning about the language in which Chaucer wrote, Middle English. Second, we think about Chaucer's position in late medieval literary culture, especially in England, and in the social world of his own day: at once a minor royal functionary and increasingly recognized as an important writer; an innovator in his immediate literary context but an historical situation of our own readership, for which Chaucer has become "Chaucer" (as he started to be in his own day), even many kinds of "Chaucer," which continue to evolve as our reading culture does

Senior Seminars and Senior Project in Creative Writing

Enrollment in English senior seminars and the senior project in creative writing is restricted to Barnard senior English majors. Enrollment in the English/Film senior seminar is limited to Barnard senior English majors with a Film Studies concentration and Barnard senior Film Studies majors. For senior seminar course descriptions and the exact expected graduation dates for which the registration system considers students to be seniors this academic year, visit this page of English Department website: <https://english.barnard.edu/english/senior-seminars>

ENGL BC3992 SENIOR PROJECT IN CREATIVE WRITING. 4.00 points.

Enrollment limited to Barnard senior English majors with a concentration in creative writing. This creative writing workshop represents an opportunity for creative writing concentrators to focus on one large project that will serve as a capstone senior project. As in a typical writing workshop, much of the focus will be on sharing and critiquing student work. Unlike other workshops, in this class students will focus on building out a longer project—such as a more ambitious full-length story for fiction and creative nonfiction writers and a chapbook for poets. This means students will discuss work by writers who may not share their own genre. We will focus on generating new work, developing your writing process, and creating new possibilities and momentum for your piece, as well as trying to create a sense of community among the concentrators. We will also conduct in-class writing exercises in response to short reading assignments and class lectures. Students should be aware of two important notes: (1) This class is limited to senior English majors who have already been approved to be creative writing concentrators; and (2) this course fulfills the requirement for concentrators to finish a senior project, but not the academic senior seminar requirement. This class is about your own writing and that of your classmates. This class will be what you make of it!

Spring 2025: ENGL BC3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3992	001/00429	W 2:10pm - 4:00pm 225 Milbank Hall	Hisham Matar	4.00	10/12

Fall 2025: ENGL BC3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3992	001/00640	W 2:10pm - 4:00pm 405 Barnard Hall	Ken Chen	4.00	14/15

ENGL BC3993 SENIOR SEMINAR IN FILM AND LITERATURE. 4.00 points.

Enrollment limited to Barnard senior English majors with a Film Studies concentration and Barnard senior Film Studies majors. To see the current course description, visit the English Department website: <https://english.barnard.edu/english/senior-seminars>

ENGL BC3997 SENIOR SEMINAR IN ENGLISH. 4.00 points.

Enrollment limited to Barnard senior English majors. To see the current course description for each section, visit the English Department website: <https://english.barnard.edu/english/senior-seminars>

Fall 2025: ENGL BC3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3997	001/00641	M 11:00am - 12:50pm 405 Barnard Hall	Achsah Guibbory	4.00	14/14
ENGL 3997	002/00642	W 12:10pm - 2:00pm 405 Barnard Hall	Patricia Denison	4.00	14/12
ENGL 3997	003/00643	Th 11:00am - 12:50pm 913 Milstein Center	James Basker	4.00	11/12
ENGL 3997	004/00644	M 2:10pm - 4:00pm 406 Barnard Hall	Lisa Gordis	4.00	15/14

Independent Studies

ENGL BC3996 SPECIAL PROJECT IN ENGLISH. 1.00 point.

Prerequisites: Permission of the instructor and Chair required. In rare cases, the English Department Chair may permit an English major not concentrating in theatre or writing to take ENGL BC3996 in combination with another course.

Application required: <https://english.barnard.edu/english/independent-studies>. Senior English majors who are concentrating in writing and who have completed two creative writing courses will normally take this Special Project in combination with an additional creative writing course. Senior English majors who are concentrating in theatre and who have completed three courses in theatre history/dramatic literature will normally take this Special Project in combination with an additional dramatic literature course. For both writing and theatre concentrators, this combined special project counts in place of one senior seminar. In certain cases, ENGL BC3999 may be substituted for the Special Project. In rare cases, the English Department Chair may permit an English major not concentrating in writing or theatre to take ENGL BC3996 in combination with another course

Spring 2025: ENGL BC3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3996	001/00958		Nellie Hermann	1.00	1/1
ENGL 3996	002/00959		Monica Sok	1.00	1/1

Fall 2025: ENGL BC3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3996	001/00999		Peter Platt	1.00	1/1

ENGL BC3999 INDEPENDENT STUDY. 1.00-4.00 points.

Prerequisites: Permission of the instructor and Department Chair. Application required: <https://english.barnard.edu/english/independent-studies>. Senior majors who wish to substitute Independent Study for one of the two required senior seminars should consult the chair. Permission is given rarely and only to students who present a clear and well-defined topic of study, who have a department sponsor, and who submit their proposals well in advance of the semester in which they will register. There is no independent study for screenwriting or film production

Spring 2025: ENGL BC3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3999	001/00892		Atefeh Akbari Shahmirzadi	1.00-4.00	1/1
ENGL 3999	002/00902		Patricia Denison	1.00-4.00	1/1
ENGL 3999	003/00929		Timothy Donnelly	1.00-4.00	1/1
ENGL 3999	004/00940		Ross Hamilton	1.00-4.00	1/1
ENGL 3999	005/00941		Meredith Benjamin	1.00-4.00	1/1
ENGL 3999	006/00956		Ross Hamilton	1.00-4.00	1/1
ENGL 3999	007/00957		Monica Sok	1.00-4.00	0/1

Fall 2025: ENGL BC3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3999	001/00997		Pamela Cobrin	1.00-4.00	1/1
ENGL 3999	002/01074		Andrew Lynn	1.00-4.00	2/2

Summer Courses

ENGL BC1021 FEMINIST LIFE WRITING. 3.00 points.

Feminists have famously claimed that "the personal is political." Accordingly, life writing—in various genres—has been an important form for feminists across generations. In this class, we will explore the different ways in which feminists have used these modes to create visions of the self, to challenge the roles and self-images given to them, and to imagine new narratives. In particular, we'll explore questions of genre: so many of these writers have developed hybrid genres or challenged the boundaries of genre in order to write their lives. Looking at examples of life writing including letters, diaries and journals, graphic memoirs, and "traditional" autobiographies, we will examine these forms through the lens of gender, race, sexuality, class, and disability. Readings are subject to change, but may include: Audre Lorde, *Zami*; Alison Bechdel, *Fun Home*; Cherrie Moraga, *Loving in the War Years*; Maggie Nelson, *The Argonauts*; Maxine Hong Kingston, *Woman Warrior*; poems by Adrienne Rich; Carmen Maria Machado, *In the Dream House*; *This Bridge Called My Back: Writings by Radical Women of Color*; Janet Mock, *Redefining Realness*, and selected shorter pieces. Additionally, we will read critical and theoretical works that will urge us to consider our primary texts from various critical approaches: including sexuality studies, critical race studies, disability studies, and transgender studies

ENGL BC1022 BAD LOVE. 3.00 points.

This seminar will read stories of love gone bad, of romances that end catastrophically, that damage lovers or leave victims along the way. We will illuminate the consuming fantasy of the romance genre in its quest for "true love," as well as a range of emotions – rage and revenge, narcissism and self-protection, obsession and oblivion – that surface in its wake. We will also look at shifting interpretations of "bad love," from Plato, to the Galenic theory of the humors, to the sociology of court-culture, to Freudian and finally contemporary neurobiological explanations of feelings. Students are welcome to propose texts of their own interests to open this course to the widest range of interests. In addition to seminar discussion, there will be weekly individual tutorials with Professor Hamilton as well as interviews with a neurobiologist and a psychologist

ENGL BC1023 FEMINISM, SCIENCE, # REPRODUCTIVE TECH. 3.00 points.

Reproduction is both a biological and social process—one that is often the target of deep-seated ideas about identity, culture, science, and technology. How have contraceptives, pharmaceuticals, and other technologies shaped reproductive experiences? What does the use and distribution of these scientific innovations reveal about existing power structures and social stratification? What liberatory possibilities do these technologies enable, and what are their limitations? Course material will center work by reproductive justice scholar-activists and feminist science and technology studies scholarship, including work by Dorothy Roberts, Alexandra Stern, Emily Martin, Alondra Nelson, and others

ENGL BC3304 THE ART OF THE ESSAY. 3.00 points.

What makes the essay of personal experience an essay rather than a journal entry? How can one's specific experience transcend the limits of narrative and transmit a deeper meaning to any reader? How can a writer transmit the wisdom gained from personal experience without lecturing her reader? In *The Art of the Essay*, we explore the answers to these questions by reading personal essays in a variety of different forms. We begin with Michel de Montaigne, the 16th-century philosopher who popularized the personal essay as we know it and famously asked, "What do I know?," and follow the development of the form as a locus of rigorous self-examination, doubt, persuasion, and provocation. Through close reading of a range of essays from writers including Annie Dillard, George Orwell, Jamaica Kincaid, and June Jordan, we analyze how voice, form, and evidence work together to create a world of meaning around an author's experience, one that invites readers into conversations that are at once deeply personal and universal in their consequences and implications

ENGL BC3307 THE 'GLOBAL' NOVEL. 3.00 points.

"Yes, globalization can produce homogeneity, but globalization is also a threat to homogeneity." – Kwame Anthony Appiah, "The Case for Contamination," *New York Times Magazine*, 2006. Thinking through the arguments both in favor of and against globalization, particularly in the realm of cultural productions, in this course we will discuss the "global" novel. To that end, using the introductory essay from *The Global Novel: Writing the World in the 21st Century* as a starting point to discuss five novels from across the globe, we'll investigate what is meant by "global" and what the criteria for including novels in this categorization are. We will also consider whether there is an erasure of cultural difference and nuance in reading novels using a globalizing perspective in order to render them more approachable for a (primarily) US audience. In order to think through and challenge this category of the global, we will also read novels that can be roughly categorized as postcolonial. We will thus consider how struggles for independence and the desire to locate one's identity either within freshly liberated nation-states or in the process of immigrating to former metropolises could give rise to cultural and psychological anxieties. We will also consider the manner in which late-stage capitalism could indeed push toward homogenized senses of self that manifest in a category such as the "global novel" and whether arguments could be made in favor of such homogenization. Ultimately, we will think about the politics of globalization and the desire to include in or exclude from the "global" certain locations, cultural products, or peoples

ENGL BC3308 QUEER GENRES. 3.00 points.

In this class, we will focus on queer narratives of the self to explore how authors represent queerness across centuries and genres, and how these queer narratives are informed by various historical, national, cultural and political contexts. Through a comparative, transnational and intersectional approach that takes into account the particularities of each author's context, we will aim to answer the following questions: How do various cultural, national, linguistic, religious or political contexts affect the way queer identities are defined and represented in literature? How do these authors represent the intersections of queerness with race, class, ethnicity, disability and citizenship? How have queer narratives developed over time and across cultures in conversation with local and global modes of conceptualizing gender and sexuality? How do queer authors utilize the particularities of each genre to create new forms of self-expression? Texts will span various genres such as short stories, poems, memoirs, graphic novels, novels and personal essays by authors such as James Baldwin, Audre Lorde, Sappho, Carmen Maria Machado, Alison Bechdel, Adrienne Rich, Casey Plett and Imogen Binnie. Additionally, we will read critical and theoretical works that will urge us to consider these works from a range of perspectives, such as queer studies, feminist studies, disability studies, and transgender studies

ENGL BC3309 RENAISSANCE DRAMA. 3.00 points.

This class offers a general introduction to English drama at the moment when it became a major art form. Renaissance London gave birth to a booming theatrical world, with plays 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, religion, power, love, sex, authority, class, violence, and more. We will encounter these questions in works by Shakespeare and other major authors who populated this literary scene: Ben Jonson, Thomas Dekker, Thomas Middleton, John Webster, the ever-popular “Anonymous,” and others. Putting them in dialogue with their social world, and situating them within a culture of performance, we will engage with the plays via detailed close reading and literary analysis

Cross-Listed Courses

CPLT BC3204 Literary Worldmaking: Two Case Studies. 4.00 points.

This seminar engages students in the immersive and intensive reading of two masterworks of modern prose fiction: Middlemarch, published by George Eliot (the pseudonym of Mary Ann Evans) in 1871-2 in England, and The Story of the Stone, or the Dream of the Red Chamber, composed by Cao Xueqin (and continued by Gao E) in the late 18th-century moment of Qing-dynasty China. While using devices and conventions from different narrative traditions, these novels operate in the mode of realism and do so at a monumental and panoramic scale, creating literary worlds that reflect the realia of historical lifeworlds. Beyond representing aspects of empirically recognizable worlds, these novels also incorporate philosophical reflection on their own means of representation, on their very status as fiction, on the power and limits of imaginative worldmaking. By studying these novels as cases of literary worldmaking, we will take the opportunity also to reflect critically in this class on the world that emerges—and the process of worldmaking that gets activated—in our very experience of studying these texts together. We will consider how cosmopolitanism, as a guiding ideal of the Enlightenment and post-Enlightenment university, may be renewed by literary study to help us inhabit a world of common humanity that is richer and more complex than is evident in particularist localisms or a satellite-view, techno-economic globalism. Middlemarch we will read in its entirety. For the sake of time, we will read, in David Hawkes’ translation, the 80-chapter version of The Story of the Stone, or the Dream of the Red Chamber, attributed to Cao Xueqin, instead of the 120-chapter version, with the last 40 chapters attributed to Gao E. If you can and wish to read the text in Chinese, please speak to Professor Sun about the option of scheduling extra discussion sessions

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

Spring 2025: DNCE BC3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3000	001/00333	T Th 2:40pm - 3:55pm 409 Barnard Hall	Seth Williams	3	10/30

ENGL UN3033 THE EARLY CHAUCER. 3.00 points.

FILM BC3119 SCREENWRITING FUNDAMENTALS. 3.00 points.

Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority. 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 Film sign-up sheets go up is listed here: <http://film.barnard.edu/sign-ups> Corequisites: (Since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.) Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority. Corequisites: (Since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.) This course is ideal for writers of their FIRST, SECOND AND THIRD screenplays. The first several weeks will focus on STORY: What it is, what it isn't, how to recognize the difference. How to find your own individual stories that nobody else in the universe can tell. From there we will make the transition to the highly individualized techniques, the strengths and limitations, the dynamics of telling a SCREEN STORY; what to leave in, what to leave out. As Michelangelo puts it—starting with a block of marble and chipping away everything that isn't David. Through studies of existing screenplays and films in coordination with and hands-on writing exercises which we will share in class, we will develop our skills in all aspects of screenwriting; building fascinating characters, dialogue, story construction (The BIG PICTURE) and scene construction (The Small Picture) Perfection is not the goal; but rather it is to be able to say truly at the end of each day's writing, “I did the best I could with what I had at the time. (Phillip Roth quoting heavyweight champion Joe Louis)

Spring 2025: FILM BC3119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3119	001/00188	W 12:10pm - 3:00pm 407 Barnard Hall	Peter Nickowitz	3.00	12/12

Fall 2025: FILM BC3119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3119	001/00649	W 4:10pm - 7:00pm 502 Diana Center	Peter Nickowitz	3.00	11/12

FILM BC3120 ADVANCED SCREENWRITING. 3.00 points.

Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority. 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 Film sign-up sheets go up is listed here: <http://film.barnard.edu/sign-ups>
 Corequisites: (Since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.)

Prerequisite: FILM BC3201 or equivalent. First priority enrollment is given to senior Film Studies majors/concentrations. For more information on this semester's visiting instructor from the Artemis Rising Foundation Filmmaker Fellowship Program, visit: <https://athenacenter.barnard.edu/arff> This screenwriting seminar provides students an in-depth understanding of the short form which will help them turn their ideas into a short film script (up to 10 pages in length). With a focus on studying contemporary international short films students will learn to write their own short screenplay, as well as learn to give and receive feedback and receive tips on revising their scripts. Homework assignments will include watching films, reading short stories, writing exercises and reading screenplays

Spring 2025: FILM BC3120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3120	001/00189	W 4:10pm - 7:00pm 308 Diana Center	Danielle Douge	3.00	12/12

FILM BC3201 INTRO FILM # MEDIA STUDIES. 3.00 points.

Prerequisites: Open to first-year students. We derive much of our information about the world from visual media. Social networks, television, cinema: all shape our aesthetic sensibilities and our political visions. Yet we often lack a basic understanding of what could be called "visual literacy." This introductory course gives students the critical tools to analyze how film and other visual media really work – in order to appreciate their artistic and social achievements, as well as to guard against their insidious manipulative devices. In the first part of the semester, we focus on film analysis through a detailed study of the different production phases of filmmaking – from screenwriting and mise-en-scène to editing and film scoring. We pay special attention to the way in which certain stylistic and narrative choices have particular ideological effects. The second part of the course looks at film history through a comprehensive, chronological overview of its main movements and periods, including the coming of sound in Hollywood cinema, post-war Italian Neorealism, the emergence of world auteurs, New Waves of the 1960s and 1970s, etc. Students will use the hermeneutical tools learnt in film analysis to intellectually engage with some masterworks of film history. In the third and final part of the semester, we study the major debates of film theory from perspectives such as auteurism, formalism, psychoanalysis, Marxism, feminism, postcolonial and queer studies, etc. Required screenings include *Nanook of the North* (Flaherty, 1922), *Sunrise* (Murnau, 1927), *Man with a Movie Camera* (Vertov, 1929), *Casablanca* (Curtiz, 1942), *Bicycle Thieves* (De Sica, 1948), *Rashomon* (Kurosawa, 1950), *Breathless* (Godard, 1960), *Belle de Jour* (Buñuel, 1967), *The Hour of the Furnaces* (Solanas, 1968), *Seven Beauties* (Wertmüller, 1974), *Blue Velvet* (Lynch, 1986), *Paris Is Burning* (Livingstone, 1990), and *Children of Men* (Cuarón, 2006)

Fall 2025: FILM BC3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3201	001/00025	F 2:10pm - 5:30pm LI002 Milstein Center	Jason LaRiviere	3.00	38/90

THTR UN3150 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I. 4.00 points.

This course undertakes a dialectical approach to reading and thinking about the history of dramatic theatre, interrogating the ways writing inflects, and is inflected by, the material dynamics of performance. Course undertakes careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative performance in "classical" theatres globally; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, the politics of intercultural performance, 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) lecture requirements for Theatre/Drama and Theatre Arts majors

Fall 2025: THTR UN3150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3150	001/00143	M W 10:10am - 11:25am 324 Milbank Hall	William Worthen	4.00	32/39

THTR UN3151 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2. 4.00 points.

This course undertakes a dialectical approach to reading and thinking about the history of dramatic theatre, interrogating the ways writing inflects, and is inflected by, the material dynamics of performance in the modern era. Course undertakes careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative performances in theatres globally; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, the politics of intercultural performance, and the dynamics of emerging forms and critical practices of performance analysis. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) lecture requirements for Theatre/Drama and Theatre Arts majors

Spring 2025: THTR UN3151

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3151	001/00411	M W 10:10am - 11:25am 203 Diana Center	Yizhou Huang	4.00	34/40

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 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 Mailloux (Environmental Science), Krista McGuire (Biological Sciences), Martin Stute (Environmental Science)

Requirements for the Major

For requirement details, see Environmental Biology Major Worksheet, [envbioworksheet.doc](#).

Introductory Biology, Chemistry, and Environmental Science with Laboratory

BIOL BC1500	INTRO ORGANISMAL/EVOL BIOL	3.00
BIOL BC1501	INTRO LAB/ORGANISMAL#EVOL BIO	2
BIOL BC1502	INTRO CELL AND MOLECULAR BIOL	3
BIOL BC1503	INTRO LAB CELLULAR#MOLEC BIO	2
EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST	4.5
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH	4.5
CHEM BC2001	GENERAL CHEMISTRY I	5.00
CHEM BC3230 & CHEM BC3328 or CHEM BC2002	ORGANIC CHEMISTRY I-LEC and INTRO ORGANIC CHEMISTRY-LAB General Chemistry II	5-5.5

Ecology Lecture

BIOL BC2272 or BIOL BC3380	ECOLOGY APPLIED ECOLOGY AND EVOLUTION	3

Ecology Laboratory

BIOL BC2873	LABORATORY IN ECOLOGY	3.00

Organismal Biology Lecture

Select one of the following:		3
BIOL BC2240	PLANT EVOLUTION # DIVERSITY	
BIOL BC2262	Vertebrate Biology	
BIOL BC3320	MICROBIOLOGY	

Biology Lecture

Select one additional lecture course in Biology (not including those listed above under organismal biology)

Environmental Methodology

Select one of the following:		3
EESC BC3014	Field Methods in Environmental Science	
EESC BC3016	ENVIRONMENTAL MEASUREMENTS	
EESC BC3025	HYDROLOGY	
EESC GU4050	GLOBAL ASSMT-REMOTE SENSING	
EAEE E4009	GIS-RES,ENVIR,INFRASTRUCTR MGT	
SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT	
SDEV UN3450	SPATIAL ANALYSIS FOR SDEV	

Environmental Science

Select one additional course in Environmental Science.

Data Handling

Select one of the following:		3
BIOL BC2286	STATISTICS # RESEARCH DESIGN	
EESC BC3017	ENVIRONMENTAL DATA ANALYSIS	
EEEB UN3005	INTRO-STAT-ECOLOGY # EVOL BIOL	

Senior Essay

Select one of the following:		
BIOL BC3590	SR SEM IN BIOLOGY	

BIOL BC3593
& BIOL BC3594

SENIOR THESIS RESEARCH #
SEMINAR
and SENIOR THESIS RESEARCH #
SEMINAR

EESC BC3800
& EESC BC3801

ENVIR SCIENCE SENIOR SEMINAR
and ENVIR SCIENCE SENIOR SEM II
(x,y)

Note: Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.

Advice for the Environmental Biology Major

Adviser: Co-Chair, Brian Mailloux

Students may substitute courses taught at Columbia (in the Departments of Biology, Earth and Environmental Sciences, or Statistics) or at other institutions with the prior approval of both major advisers. Calculus, Physics, and a second year of Chemistry are recommended for students planning graduate study in Environmental Biology.

Students interested in Environmental Biology often choose to spend a semester "abroad", at the [School for Field Studies](#) program, the [Organization for Tropical Studies](#), or at comparable programs offered by other institutions. We encourage students to take advantage of such opportunities, and we expect that most of the courses they complete in these programs will be accepted in lieu of some of the major requirements. 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 who elect a major in Environmental Biology will have a major adviser in each department. Although one member of the faculty will serve as the primary adviser, requests to substitute courses from Columbia or other institutions must be approved by both major advisers.

Internships or some type of work or field experience are extremely valuable in preparing students for careers in the environment. Go to the Environmental Science website for [Opportunities & Affiliations](#) for listings or see [Beyond Barnard](#). Studies have shown that students who have had related work experience are more attractive to employers and graduate schools.

Students should check the catalogue and the department for additional information on the major and courses offered by Barnard and Columbia. Classes with grades less than C- or taken pass/fail can not be counted towards the major. The minimum number of course points for the Environmental Biology Major is 51.5 points.

See also Senior Research Seminar for information on senior thesis requirements completed in Environmental Science Department.

Cross-Listed Courses

Biological Sciences (Barnard)

BIOL BC1500 INTRO ORGANISMAL/EVOL BIOL. 3.00 points.

Prerequisites: BIOL BC1001 or equivalent preparation. Course suitable for fulfillment of premedical requirements.

Co-requisite: (strongly recommended) BIOL BC1501 This course is suitable for majors # fulfillment of pre-health requirements. A high school biology background or equivalent preparation is highly recommended. BIOL BC1500 # BIOL BC1502 form a 2-semester introductory biology series and do not have to be taken in a fall to spring sequence. 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; and systematics

Fall 2025: BIOL BC1500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1500	001/00015	M W 8:40am - 9:55am LI002 Milstein Center	Emlyn Resetarits, Henry Truong	3.00	68/70
BIOL 1500	002/00016	T Th 10:10am - 11:25am 405 Milbank Hall	Gabrielle Corradino, Henry Truong	3.00	62/60
BIOL 1500	003/00017	M W 1:10pm - 2:25pm LI002 Milstein Center	Rafael Sobral Marcondes, Henry Truong	3.00	57/60
BIOL 1500	004/00018	T Th 1:10pm - 2:25pm 418 Barnard Hall	John Glendinning, Henry Truong	3.00	64/70

BIOL BC1501 INTRO LAB/ORGANISMAL#EVOL BIO. 2.00 points.

Prerequisites: BIOL BC1500 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; and laboratory techniques for studying and comparing functional adaptations

Fall 2025: BIOL BC1501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1501	001/00728	M 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	14/16
BIOL 1501	002/00716	M 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	003/00717	T 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	14/16
BIOL 1501	004/00718	T 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	14/16
BIOL 1501	005/00719	T 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	006/00720	T 1:10pm - 4:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	15/16
BIOL 1501	007/00721	W 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	008/00722	W 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	009/00723	W 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	010/00724	W 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	11/16
BIOL 1501	011/00725	Th 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	12/16
BIOL 1501	012/00726	Th 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	10/16
BIOL 1501	013/00727	Th 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1501	014/00729	Th 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	13/16

BIOL BC1502 INTRO CELL AND MOLECULAR BIOL. 3.00 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 2025: BIOL BC1502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1502	001/00673	M W 10:10am - 11:25am 304 Barnard Hall	Jonathan Snow	3.00	244/230

BIOL BC1503 INTRO LAB CELLULAR#MOLEC BIO. 2.00 points.

Prerequisites: BIOL BC1502 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 2025: BIOL BC1503

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 1503	001/00608	M 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	002/00609	M 1:10pm - 4:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	16/16
BIOL 1503	003/00610	T 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	004/00611	T 9:10am - 12:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	005/00612	T 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	15/16
BIOL 1503	006/00613	T 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	007/00614	W 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	008/00615	W 1:10pm - 4:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	16/16
BIOL 1503	009/00633	Th 9:10am - 12:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	010/00616	Th 9:10am - 12:00pm LI018 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	16/16
BIOL 1503	011/00617	Th 1:10pm - 4:00pm LI016 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	012/00618	Th 1:10pm - 4:00pm LI018 Milstein Center	Jessica Goldstein, Abigail Gutierrez, Henry Truong	2.00	16/16
BIOL 1503	013/00619	F 10:10am - 1:00pm LI016 Milstein Center	Henry Truong, Abigail Gutierrez, Jessica Goldstein	2.00	15/16

BIOL BC2240 PLANT EVOLUTION # DIVERSITY. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.

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.

Spring 2025: BIOL BC2240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2240	001/00579	T Th 10:10am - 11:25am 223 Milbank Hall	Hanna Makowski	3.00	3/25

Fall 2025: BIOL BC2240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2240	001/00754	M W 11:40am - 12:55pm 203 Diana Center	Hilary Callahan	3.00	7/40

BIOL BC2262 Vertebrate Biology. 3 points.

Not offered during 2024-2025 academic year.

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. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent.

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

Spring 2025: BIOL BC2272

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2272	001/00580	M W 11:40am - 12:55pm 203 Diana Center	Jordan Balaban	3.00	13/45

Fall 2025: BIOL BC2272

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 2272	001/00752	T Th 1:10pm - 2:25pm 324 Milbank Hall	Gabrielle Corradino	3.00	8/39

BIOL BC2286 STATISTICS # RESEARCH DESIGN. 3.00 points.

Not offered during 2024-2025 academic year.

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. 3.00 points.
Not offered during 2024-2025 academic year.

Prerequisites: BIOL BC2272 BIOL BC2272 (or corequisite). Enrollment limited to 16.

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. 3.00 points.

Prerequisites: BIOL BC1500, BIOL BC1501, BIOL BC1502, BIOL BC1503 or the equivalent, and BIOL BC2100.

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

Spring 2025: BIOL BC3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3320	001/00585	T Th 10:10am - 11:25am 418 Barnard Hall	Stephen Sturley	3.00	42/45

Fall 2025: BIOL BC3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3320	001/00751	M W 10:10am - 11:25am 302 Barnard Hall	Stephen Sturley	3.00	43/45

BIOL BC3591 GUIDED RESEARCH # SEMINAR. 4.00 points.
Per Semester

Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3593 or BIOL BC3594.

This year-long course is open to junior and senior Biology majors and minors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give a poster presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills two upper-level laboratory requirements for the Biology major or minor. This course must be taken in sequence, beginning with BIOL BC3591 in the Fall and continuing with BIOL BC3592 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3593-BIOL BC3594

Fall 2025: BIOL BC3591

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3591	001/00620	M 1:10pm - 3:00pm 202 Milbank Hall	Alison Pischedda, JJ Miranda, Jordan Balaban, Kristin Presnell	4.00	10/10
BIOL 3591	002/00621	M 1:10pm - 3:00pm 227 Milbank Hall	Kristin Presnell, Jordan Balaban, JJ Miranda, Alison Pischedda	4.00	9/10

BIOL BC3592 GUIDED RESEARCH # SEMINAR. 4.00 points.

Per Semester

Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3593 or BIOL BC3594. This year-long course is open to junior and senior Biology majors and minors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give a poster presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills two upper-level laboratory requirements for the Biology major or minor. This course must be taken in sequence, beginning with BIOL BC3591 in the Fall and continuing with BIOL BC3592 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3593-BIOL BC3594

Spring 2025: BIOL BC3592

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3592	001/00592	M 1:10pm - 3:00pm 119 Milstein Center	Jessica Goldstein, Alison Pischedda, JJ Miranda	4.00	10/10
BIOL 3592	002/00591	M 1:10pm - 3:00pm 306 Milbank Hall	JJ Miranda, Alison Pischedda, Jessica Goldstein	4.00	8/8

BIOL BC3593 SENIOR THESIS RESEARCH # SEMINAR. 4.00 points.

Per Semester

Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592. This year-long course is open to senior Biology majors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give an oral presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills the senior capstone requirement for the Biology major. This course must be taken in sequence, beginning with BIOL BC3593 in the Fall and continuing with BIOL BC3594 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3591-BIOL BC3592

Fall 2025: BIOL BC3593

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3593	001/00619	M 1:10pm - 3:00pm 318 Milbank Hall	Alison Pischedda, JJ Miranda, Jordan Balaban, Kristin Presnell	4.00	10/10
BIOL 3593	002/01089	M 1:10pm - 3:00pm 308 Diana Center	Alison Pischedda, JJ Miranda, Jordan Balaban, Kristin Presnell	4.00	10/10

BIOL BC3594 SENIOR THESIS RESEARCH # SEMINAR. 4.00 points.

Prerequisites: Permission of a faculty sponsor and the department. Cannot be taken concurrently with BIOL BC3591 or BIOL BC3592. This year-long course is open to senior Biology majors. Students will complete an independent research project in Biology under the guidance of a faculty mentor at Barnard or another local institution. Attendance at the weekly seminar is required. By the end of the year, students will write a scientific paper about their project and give an oral presentation about their research at the Barnard Biology Research Symposium. Completion of this year-long course fulfills the senior capstone requirement for the Biology major. This course must be taken in sequence, beginning with BIOL BC3593 in the Fall and continuing with BIOL BC3594 in the Spring. Acceptance into this course requires confirmation of the research project by the course instructors. A Barnard internal mentor is required if the research project is not supervised by a Barnard faculty member. This course cannot be taken at the same time as BIOL BC3591-BIOL BC3592

Spring 2025: BIOL BC3594

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BIOL 3594	001/00593	M 1:10pm - 3:00pm 327 Milbank Hall	Jessica Goldstein, Alison Pischedda, JJ Miranda	4.00	12/12

Chemistry (Barnard)

CHEM BC2001 GENERAL CHEMISTRY I. *5.00 points.*

Students enrolled in CHEM BC2001 must also register for a section of CHEM BC2012.

Prerequisites: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).

Corequisites: CHEM BC2012

Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory one day a week. Laboratory experience with both qualitative and quantitative techniques. Counts towards Lab Science Requirement

Fall 2025: CHEM BC2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 2001	001/00085	T Th 11:40am - 12:55pm LI002 Milstein Center	Marisa Buzzeo, Andrew Crowther, Angela Paoletta, Rachel Austin	5.00	87/85
CHEM 2001	002/00086	T Th 1:10pm - 2:25pm LI002 Milstein Center	Marisa Buzzeo, Andrew Crowther, Angela Paoletta, Rachel Austin	5.00	85/85
CHEM 2001	003/00087	T Th 2:40pm - 3:55pm LI002 Milstein Center	Marisa Buzzeo, Andrew Crowther, Angela Paoletta, Rachel Austin	5.00	83/85

CHEM BC2002 General Chemistry II. *5 points.*

Not offered during 2024-2025 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.

Lecture: TuTh 8:40-9:55; Lab lecture and laboratory: M 1:10-5:00.

Corequisites: Counts towards Lab Science requirement.

Kinetics and mechanisms of chemical reactions; nuclear chemistry and radioactivity; atomic and molecular structure; selected topics in environmental chemistry, organic chemistry, and biochemistry.

CHEM BC3230 ORGANIC CHEMISTRY I-LEC. *3.00 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 11:00-11:50.

Corequisites: With lab, counts towards Lab Science requirement.

Prerequisites: CHEM BC2001 or equivalent. Credit will not be given for any course below the 3000 level after completing CHEM BC3230 or its equivalent. 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 2025: CHEM BC3230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3230	001/00674	M W F 1:10pm - 2:00pm 304 Barnard Hall	Dina Merrer	3.00	189/220

CHEM BC3328 INTRO ORGANIC CHEMISTRY-LAB. *2.50 points.*

Prerequisites: (CHEM BC2001) General Chemistry I with lab.

Corequisites: CHEM BC3230

Prerequisites: (CHEM BC2001) General Chemistry I with lab.

Corequisites: CHEM BC3230 Basic techniques of experimental organic chemistry. Principles and methods of separation, purification, and characterization of organic compounds. Selected organic reactions

Spring 2025: CHEM BC3328

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3328	001/00682	M 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Marina Orman, Craig Allen	2.50	26/35
CHEM 3328	002/00683	T 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Grace Lee, Jean Vadakkan, Craig Allen	2.50	30/35
CHEM 3328	003/00684	W 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Romina Mancusso, Jean Vadakkan, Hooi Xian Lee	2.50	32/35
CHEM 3328	004/00685	W 6:10pm - 10:00pm 202 Havemeyer Hall	Meenakshi Rao, Christian Rojas, Marina Orman, Craig Allen	2.50	28/35
CHEM 3328	005/00686	Th 8:10am - 12:00pm 202 Havemeyer Hall	Meenakshi Rao, Romina Mancusso, Hooi Xian Lee	2.50	31/35

Fall 2025: CHEM BC3328

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CHEM 3328	001/00894	W 6:10pm - 10:00pm 202 Havemeyer Hall	Meenakshi Rao	2.50	15/24

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. 3.00 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. 3.00 points.

Prerequisites: Enrollment limited. Required field trip on first Friday of the semester.

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 2025: EESC BC3016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3016	001/00285	M F 9:00am - 10:50am 743 Seeley W. Mudd Building	Brian Mailloux	3.00	11/15

EESC BC3017 ENVIRONMENTAL DATA ANALYSIS. 3.00 points.

Prerequisites: One year of college science or EESC V2100 or permission of the instructor.

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 2025: EESC BC3017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3017	001/00289	T Th 11:10am - 1:00pm 222 Milbank Hall	Garrett Albistegui-Adler	3.00	21/25

EESC BC3025 HYDROLOGY. 3.00 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)

Fall 2025: EESC BC3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3025	001/00290	T Th 8:40am - 9:55am 555 Ext Schermerhorn Hall	Martin Stute	3.00	20/30

EESC BC3800 ENVIR SCIENCE SENIOR SEMINAR. 3.00 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

Fall 2025: EESC BC3800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3800	001/00833	Th 4:10pm - 6:00pm 405 Milbank Hall	Garrett Albistegui-Adler, Martin Stute	3.00	29/70

Environmental Science

404 Altschul Hall

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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 spatial 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, SEA Semester at Woods Hole](#), the [School for Field Studies](#), the [Organization for Tropical Studies](#), 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: Brian Mailloux (Professor), Martin Stute (Professor)

Assistant Professors: Logan Brenner, Elizabeth Cook

Senior Lecturers: Terryanne Maenza-Gmelch (Laboratory Director), Sedelia Rodriguez (Lab Director and Minor Advisor)

Term Instructor: Garrett Albistegui Adler

Adjunct Professor: Dana Neacșu (Spring)

Adjunct Assistant Professors: Rebecca Gustine (full year), Mike Kim (Spring)

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](#), on the [Environmental Science Major page](#).

Part A

The following four courses with labs:

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST	4.5
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH	4.5
CHEM BC2001	GENERAL CHEMISTRY I	5.00
BIOL BC1500 & BIOL BC1501	INTRO ORGANISMAL/EVOL BIOL and INTRO LAB/ORGANISMAL#EVOL BIO	4.5-5
or EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST	

*Students may NOT receive credit for BOTH BIOL BC1500, 1501 AND EESC UN2300.

Part B

Select two courses:

CHEM BC3230	ORGANIC CHEMISTRY I-LEC	3
CHEM BC3328	INTRO ORGANIC CHEMISTRY-LAB (recommended)	
CHEM BC2002	General Chemistry II	5
CHEM BC3231	ORGANIC CHEMISTRY II-LEC	3
BIOL BC1502	INTRO CELL AND MOLECULAR BIOL	3.50
BIOL BC1503	INTRO LAB CELLULAR#MOLEC BIO (recommended)	
PHYS V1201	General Physics I	3
PHYS V1202	General Physics II	3

PHYS BC2001	MECHANICS - LECTURE LAB	4.5
PHYS BC2002	ELECTRICITY#MAGNETISM-LEC LAB	4.5
PHYS BC3001	CLASSICAL WAVES - LECTURE LAB	5

Part C

Select two courses in calculus, statistics, data analysis, and/or economics

MATH UN1101	CALCULUS I (or other Calculus class)	3
MATH UN1102	CALCULUS II (or other Calculus class)	3
EESC BC3017	ENVIRONMENTAL DATA ANALYSIS (or other statistical or data analysis class)	3
ECON BC1003 or ECON UN1105	Introduction to Economic Reasoning PRINCIPLES OF ECONOMICS	4

Part D

Select four elective courses. For details, see Environmental Science Major Worksheet on the departmental website (link above).

Part E

EESC BC3800 & EESC BC3801	ENVIR SCIENCE SENIOR SEMINAR and ENVIR SCIENCE SENIOR SEM II (provide credit for the senior thesis)	6

Advice for the Environmental Science Major

Adviser: Co-Chair, Brian Mailloux

Students with a strong science background who are interested in majoring in Environmental Science are advised to take EESC UN2100 EARTH'S ENVIRO SYST: CLIM SYST early on, followed by EESC UN2200 EARTH'S ENVIRONMENTAL SYSTEMS: THE 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 shift into the major sequence of EESC UN2100 EARTH'S ENVIRO SYST: CLIM SYST.

EESC BC1001 Environmental Science I may be taken as a major elective*, however, the course must be completed prior to taking EESC UN2100, UN2200 or UN2300.

We recommend that Environmental Science majors take CHEM BC2001 GENERAL CHEMISTRY I and BIOL BC1500 INTRO ORGANISMAL/ EVOL BIOL, plus the corresponding lab, BIOL BC1501 INTRO LAB/ ORGANISMAL#EVOL BIO, 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](#), and for advice on taking an Introductory Physics course, visit [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 can not be counted towards the major. The minimum number of course points for the Environmental Science Major is 48.5 points.

See also Senior Research Seminar for information on senior thesis requirements.

Requirements for the Environmental Science Minor

Students wishing to minor in Environmental Science should have a plan approved by the Environmental Science Department Minor Advisor, [Sedelia Rodriguez](#) by the end of their junior year.

5 courses are required, meeting the following criteria:

- At least 3 of the 5 courses taken at Barnard/Columbia
- 1 laboratory science course
- 4 electives
 - 3 credits per course or higher
 - 3 courses at 3000 level or above
- At least 2 courses based in the natural sciences

Elective courses listed below may be substituted only with the approval of the Minor Advisor and complete an [Environmental Science Minor Worksheet](#). Please note that many of the courses below are not offered every year.

Select one laboratory science course (with corresponding labs) from the following:

EESC BC1001	Environmental Science I	4.5
EESC UN1011	Earth: Origin, Evolution, Processes, Future	4
EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST	4.5
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH	4.5
EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST (students must enroll in the corresponding LAB course, EESC UN2310.)	4.5

Select at least two Natural Science Electives:

BIOL BC2272	ECOLOGY	3
BIOL BC3320	MICROBIOLOGY	3
EAEE E2002		3
EEEB UN3087	CONSERVATION BIOLOGY	3
EESC BC3001	CONSERVATION AND PRESERVATION	3
EESC BC3012	BROWNFIELDS	3
EESC BC3013	SHORELINES AND STREAMS	3
EESC BC3014	Field Methods in Environmental Science	3
EESC BC3016	ENVIRONMENTAL MEASUREMENTS	3
EESC BC3017	ENVIRONMENTAL DATA ANALYSIS	3
EESC BC3021	FORESTS AND ENVIRONMENTAL CHANGE	3
EESC BC3023	The Hudson: The Estuary, The River, and Our Environment	3
EESC BC3025	HYDROLOGY	3
EESC BC3026	BIRD, PLANT #LAND-USE DYNAMICS	3
EESC BC3032	Agricultural and Urban Land Use: Human-Environment Interactions	4
EESC BC3033	Waste Management	3
EESC BC3043	WATER, SANITATION # HEALTH	3
EESC BC3050	BIG DATA WITH PYTHON	3
EESC UN1600	EARTH RESOURCES # SUSTAIN DEV	3
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT	3
PUBH UN3100	FUNDAMENTALS OF GLOBAL HEALTH	3
SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT	3
SDEV UN3450	SPATIAL ANALYSIS FOR SDEV	3
URBS UN3200	Spatial Analysis: GIS Methods and Urban Case Studies	4

Minors in Environmental Science are required to complete five courses, each of which should be three credits or above, and at least three of the five courses must be taken at Barnard/Columbia. Of the four electives, two courses must be based in the natural sciences and three courses must be at 3000 level or above. (For Electives for the Environmental Science Minor, please see link for Minor Requirements Worksheet above. Any substitutions must have the approval of the Minor Advisor.) 9

Students wishing to minor in Environmental Science who are interested in field programs and seek minor credit must contact [Sedelia Rodriguez](#). The only current field program within Columbia University is SEE-U.

There is currently no minor in Environmental Biology or Environment and Sustainability.

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](#) on the [Environment and Sustainability page](#).

Part A-1. Natural Science Foundation (all 3 required)

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST	4.5
CHEM BC2001	GENERAL CHEMISTRY I (plus Lab)	5
or EESC BC3016	ENVIRONMENTAL MEASUREMENTS	

... * Majors can replace General Chemistry with EESC BC3016, Environmental Measurements, but must complement this with either an A-2 or a B-2 course, not also being used for those requirements.

BIOL BC1500 & BIOL BC1501	INTRO ORGANISMAL/EVOL BIOL and INTRO LAB/ORGANISMAL#EVOL BIO	5

or EEEB UN2002	ENVIRONMENTAL BIOLOGY II
or EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST

or Columbia's SEE-U summer Program (only for those who did not receive credit for EESC BC1001)

Part A-2. Additional Science Foundation Course (choose 1)

CHEM BC3230	ORGANIC CHEMISTRY I-LEC	3
CHEM BC2002	General Chemistry II	5
EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH	4.5
BIOL BC1502 & BIOL BC1503	INTRO CELL AND MOLECULAR BIOL and INTRO LAB CELLULAR#MOLEC BIO	5.5
EESC BC1001	Environmental Science I	4.5
EESC UN1011	Earth: Origin, Evolution, Processes, Future	4

Part B. Quantitative Foundations (1 from each grouping, choose 2 total)

EESC BC3017	ENVIRONMENTAL DATA ANALYSIS (AND)	3
SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT	3
or SDEV UN3450	SPATIAL ANALYSIS FOR SDEV	
or EAEE E4009	GIS-RES,ENVIR,INFRASTRUCTR MGT	
or EESC BC3016	ENVIRONMENTAL MEASUREMENTS	
or EESC BC3050	BIG DATA WITH PYTHON	
or EESC GU4050	GLOBAL ASSMT-REMOTE SENSING	
or URBS UN3200	Spatial Analysis: GIS Methods and Urban Case Studies	

Part C. Social Science Foundation (choose 2)

ECON BC1003	Introduction to Economic Reasoning	4
or ECON UN1105	PRINCIPLES OF ECONOMICS	
POLS UN1601	INTERNATIONAL POLITICS	4
SDEV UN2300	CHALLENGES OF SUSTAINABLE DEV	3
SDEV UN2320	ECON # FIN MTHDS FOR SDEV	3
ANTH UN1002	THE INTERPRETATION OF CULTURE	3

Part D. Electives (choose 3, at least 1 from each grouping of upper level courses) D1. Natural Science Elective (See Worksheet for full list of courses)

D2. Social Science Elective (See Worksheet for full list of courses)

Part E. Workshop Experience

EESC BC3300	WORKSHOP SUSTAINABLE DEVEL	4

Part F. Senior Research/Thesis (2 courses)

EESC BC3800	ENVIR SCIENCE SENIOR SEMINAR	3
EESC BC3801	ENVIR SCIENCE SENIOR SEM II	3

Advice for the Environment and Sustainability Major

Advisers: Co-Chair, 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 UN2100 EARTH'S ENVIRO SYST: CLIM SYST).

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 UN2100 EARTH'S ENVIRO SYST: CLIM SYST 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 BC3016x, 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](#) for more specifics.

We recommend that Environment and Sustainability majors take CHEM BC2001 GENERAL CHEMISTRY I and BIOL BC1500 INTRO ORGANISMAL/EVOL BIOL plus the corresponding lab, BIOL BC1501 INTRO LAB/ORGANISMAL#EVOL BIO, 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. 171), and for advice on taking an Introductory Physics course, visit [Physics](#) (p. 509).

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. The minimum number of course points for the Environment and Sustainability Major is 47.5 points.

See also Senior Research Seminar for information on senior thesis requirements.

Part A-1. Natural Science Foundation (3 courses with corresponding labs)

EESC UN2100	EARTH'S ENVIRO SYST: CLIM SYST	4.5
CHEM BC2001	GENERAL CHEMISTRY I (plus Lab)	5
BIOL BC1500 & BIOL BC1501	INTRO ORGANISMAL/EVOL BIOL and INTRO LAB/ORGANISMAL#EVOL BIO	5
or EEEB UN2002	ENVIRONMENTAL BIOLOGY II	
or EESC UN2300	EARTH'S ENVIRO SYST: LIFE SYST	
or Columbia's SEE-U summer Program (only for those who did not receive credit for EESC BC1001)		

Part A-2. Additional Science Foundation Course (1 course with corresponding lab)

CHEM BC3230	ORGANIC CHEMISTRY I-LEC	3
or CHEM BC2002	General Chemistry II	
or EESC UN2200	EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH	
or BIOL BC1502	INTRO CELL AND MOLECULAR BIOL	
or EESC BC1001	Environmental Science I	
or EESC BC1002	Environmental Science II	

Part B. Quantitative Assessment (2 courses)

EESC BC3017	ENVIRONMENTAL DATA ANALYSIS	3
SDEV UN3390	GIS FOR SUSTAINABLE DEVELOPMNT	3
or SDEV UN3450	SPATIAL ANALYSIS FOR SDEV	
or EAEE E4009	GIS-RES,ENVIR,INFRASTRUCTR MGT	
or EESC BC3016	ENVIRONMENTAL MEASUREMENTS	

or EESC GU4050	GLOBAL ASSMT-REMOTE SENSING	
or URBS UN3200	Spatial Analysis: GIS Methods and Urban Case Studies	

Part C. Decision-making Foundation (one for each grouping, 3 courses total)

ECON BC1003	Introduction to Economic Reasoning	3
or ECON UN1105	PRINCIPLES OF ECONOMICS	
ANTH UN1002	THE INTERPRETATION OF CULTURE (with discussion section)	3
or EEEB UN1010	HUMAN ORIGINS # EVOLUTION	
or ANTH V3004	Introduction to Environmental Anthropology	
or SDEV UN2300	CHALLENGES OF SUSTAINABLE DEV	

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.

EESC BC3300	WORKSHOP SUSTAINABLE DEVEL (recommended)	4

Part G. Senior Research/Thesis (2 courses)

EESC BC3800	ENVIR SCIENCE SENIOR SEMINAR	3
EESC BC3801	ENVIR SCIENCE SENIOR SEM II	3

Advisers: Martin Stute (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 UN2100 EARTH'S ENVIRO SYST: CLIM SYST).

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 UN2100, UN2200 or UN2300.

We recommend that Environmental Policy majors take CHEM BC2001 GENERAL CHEMISTRY I and BIOL BC1500 INTRO ORGANISMAL/EVOL BIOL plus the corresponding lab, BIOL BC1501 INTRO LAB/ORGANISMAL#EVOL BIO, 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. 171), and for advice on taking an Introductory Physics course, visit [Physics](#) (p. 509).

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 EESCX1011. Students must take both lecture and lab.

Fall 2025: EESC BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1001	001/00081	T Th 1:10pm - 2:25pm 405 Milbank Hall	Terryanne Maenza-Gmelch	4.5	97/100

EESC BC1011 Environmental Science I Lab. 0 points.

Corequisites: EESC BC1001

Students enrolled in EESC BC1001 must enroll in this required lab course. Students cannot enroll in this course unless also enrolled in BC1001.

Fall 2025: EESC BC1011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 1011	001/00280	M 10:10am - 1:00pm 555 Ext Schermerhorn Hall	Terryanne Maenza-Gmelch	0	20/20
EESC 1011	002/00282	M 1:10pm - 4:00pm 555 Ext Schermerhorn Hall	Terryanne Maenza-Gmelch	0	22/20
EESC 1011	003/00281	W 10:10am - 1:00pm 555 Ext Schermerhorn Hall	Sedelia Rodriguez	0	17/20
EESC 1011	004/00283	W 1:10pm - 4:00pm 555 Ext Schermerhorn Hall	Sedelia Rodriguez	0	18/20
EESC 1011	005/00284	F 10:10am - 1:00pm 555 Ext Schermerhorn Hall	Sedelia Rodriguez	0	20/20

EESC BC1007 Earth and Environmental Science in Today's World. 3.00 points.

In responding to the environmental issues we face today, it is critical to recognize the science behind them. This course will teach students the basic concepts in earth science/geology essential to understanding the mechanisms of our current climate crisis. These foundational concepts are crucial for any student who is interested in not only the natural sciences, but for those who wish to pursue careers related to environmental justice, sustainability, and other social science fields. Students will explore how and where natural resources form, as well as how we are rapidly depleting these reserves. Students will also learn about natural disasters and how these affect certain communities more than others. Students will gain an understanding of the formation of rocks and minerals and their economic significance. Students will be able to use the cumulative knowledge they gained during the first weeks of class to have a better understanding of the global climate issues we face and to use this information to conduct presentations on an environmental topic of their choice. The format of the course will be as follows: Primarily lecture, followed by class discussions, group activities and at least one lab component

EESC UN2100 EARTH'S ENVIRO SYST: CLIM SYST. 4.50 points.

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

Spring 2025: EESC UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/13543	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.50	45/60
EESC 2100	001/13543	T 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Mingfang Ting, Gisela Winckler	4.50	45/60

Fall 2025: EESC UN2100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2100	001/11410	T Th 10:10am - 11:25am 603 Schermerhorn Hall	Jerry McManus, Adam Sobel	4.50	43/50
EESC 2100	001/11410	T 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Jerry McManus, Adam Sobel	4.50	43/50

EESC UN2200 EARTH'S ENVIRONMENTAL SYSTEMS: THE SOLID EARTH. 4.50 points.

CC/GS: Partial Fulfillment of Science Requirement

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.

Recommended preparation: high school chemistry and physics; and one semester of college science. 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, glaciers and ice sheets, the hydrological cycle and rivers, geochronology, plate tectonics, earthquakes, volcanoes, energy resources. 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

Spring 2025: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/13546	T Th 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	33/40
EESC 2200	001/13546	T 4:10pm - 7:00pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	33/40
EESC 2200	002/18428	T 2:40pm - 3:55pm 603 Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	10/20
EESC 2200	002/18428	Th 4:10pm - 7:00pm 555 Ext Schermerhorn Hall	Steven Goldstein, Sidney Hemming, Sedelia Rodriguez	4.50	10/20

Fall 2025: EESC UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2200	001/11411	T Th 1:10pm - 2:25pm 603 Schermerhorn Hall	Jacqueline Austermann, Jonathan Kingslake	4.50	29/80
EESC 2200	001/11411	Th 4:10pm - 7:00pm 558 Ext Schermerhorn Hall	Jacqueline Austermann, Jonathan Kingslake	4.50	29/80
EESC 2200	AU1/19860	T Th 1:10pm - 2:25pm Othr Other	Jonathan Kingslake	4.50	5/5

EESC UN2300 EARTH'S ENVIRO SYST: LIFE SYST. 4.50 points.

CC/GS: Partial Fulfillment of Science Requirement

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.

Prerequisites: high school algebra. Recommended preparation: high school chemistry and physics. Role of life in biogeochemical cycles, relationship of biodiversity and evolution to the physical Earth, vulnerability of ecosystems to environmental change; causes and effects of extinctions through geologic time (dinosaurs and mammoths) and today. Exploration of topics through laboratories, data analysis, and modeling. REQUIRED LAB: EESC UN2310. Students will be expected to choose a lab section during the first week of class from the options listed in the Directory of Classes. Co-meets with EEEB 2002

Spring 2025: EESC UN2300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2300	001/14334	M W 11:40am - 12:55pm 833 Seeley W. Mudd Building	Sonya Dyhrman, Matthew Palmer, Paul Olsen	4.50	25/50

EESC BC3001 CONSERVATION AND PRESERVATION. 3.00 points.

Conservation and preservation is an interdisciplinary study of earth materials, their transformation into art objects and architectural structures, and the philosophy and analytical techniques required to prepare conservation and preservation strategies for these objects and structures. The course is Beyond Barnard being hands-on and field trip oriented with a focus on the Metropolitan Museum of Art and local geology and infrastructure

EESC BC3012 BROWNFIELDS. 3.00 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. 3.00 points.

Prerequisites: Enrollment limited. Four required field trips that take a substantial portion of the day.

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 Carsons 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. 3.00 points.

Prerequisites: Enrollment limited. Required field trip on first Friday of the semester.

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 2025: EESC BC3016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3016	001/00285	M F 9:00am - 10:50am 743 Seeley W. Mudd Building	Brian Mailloux	3.00	11/15

EESC BC3017 ENVIRONMENTAL DATA ANALYSIS. 3.00 points.

Prerequisites: One year of college science or EESC V2100 or permission of the instructor.

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 2025: EESC BC3017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3017	001/00289	T Th 11:10am - 1:00pm 222 Milbank Hall	Garrett Albistegui-Adler	3.00	21/25

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 BC3023 The Hudson: The Estuary, The River, and Our Environment. 3 points.

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. 3.00 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)

Fall 2025: EESC BC3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3025	001/00290	T Th 8:40am - 9:55am 555 Ext Schermerhorn Hall	Martin Stute	3.00	20/30

EESC BC3026 BIRD, PLANT #LAND-USE DYNAMICS. 3.00 points.

Prerequisites: Enrollment limited to 12 students. Permission of the instructor required.

Prerequisites: Enrollment limited to 16 students. One year of college-level science. Primarily for Environmental Majors, Concentrators and Minors. 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. Case study topics are: (1) land-use and climate change over time: a paleoenvironmental perspective, (2) environmental transformations: impact of invasive plants and birds and pathogens on local environments and (3) migration of Neotropical songbirds between their wintering and breeding grounds: land-use, crisis and conservation. We visit wildlife refuges along a rural-suburban-urban gradient in order to observe and measure the role refuges play in conservation. Format: lecture, student presentations, short labs, data collection/analysis and field trips (some on a weekend day in April in place of the week day meeting)

Spring 2025: EESC BC3026

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3026	001/00476	W 1:10pm - 3:40pm 555 Ext Schermerhorn Hall	Terryanne Maenza-Gmelch	3.00	17/16

EESC BC3027 Urban Ecosystems. 3.00 points.

Urban Ecosystems will cover scientific principles, concepts, and methodologies required to understand complex systems and the natural and social-ecological relationships at work in cities. You will learn the basics of ecological process and patterns of ecosystems especially applied in cities, understand how humans interact with and impact ecological processes and patterns in cities, and explore approaches for dealing with current and future urban challenges. Format: Lecture, discussion, small group work, field trips

Spring 2025: EESC BC3027

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3027	001/00478	T Th 1:10pm - 3:00pm LJ001 Milstein Center	Elizabeth Cook	3.00	22/22

EESC BC3028 Volcanoes and the Environment. 3.00 points.

This course seeks to impart students with knowledge of volcanic eruptions on Earth and the effects on the environment as a whole. The course will focus on the physical mechanisms responsible for eruptions, the effects eruptions have on humans and other living organisms, as well as the environment. The course will investigate how eruptions have contributed to global climate change. The course will also look at the positive effects volcanoes have had on Earth, such as providing nutrient rich soils for growing crops and providing renewable geothermal energy—a cleaner energy resource. Format: lecture, field trip, data collection and analysis, student presentations

Spring 2025: EESC BC3028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3028	001/00569	T Th 1:10pm - 2:25pm 119 Milstein Center	Sedelia Rodriguez	3.00	16/20

Fall 2025: EESC BC3028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3028	001/00291	M W 4:10pm - 5:25pm 555 Ext Schermerhorn Hall	Sedelia Rodriguez	3.00	9/16

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 2024-2025 academic year.

Prerequisites: One year of college science or permission of instructor. Alternate years.

Human transformation of the terrestrial environment since Paleolithic times. Biophysical processes involved in human-environment interactions. Guidelines for sustainable agricultural and urban development using present and past examples of environmental use and abuse. *General Education Requirement: Cultures in Comparison (CUL).*

EESC BC3033 Waste Management. 3 points.

Alternate years.

Project-oriented study of waste management issues and policy. Cradle-to-grave analysis of product and waste streams. Analysis of municipal solid waste, landfills, incineration, recycling, sewage waste and sewage treatment.

EESC BC3040 ENVIRONMENTAL LAW. 3.00 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 2025: EESC BC3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3040	001/00480	F 8:40am - 11:10am 119 Milstein Center	Dana Neacsu	3.00	20/30

EESC BC3043 WATER, SANITATION & HEALTH. 3.00 points.

Course description: This course focuses on understanding water, sanitation and health from the global south to high income countries and how the necessities of water and sanitation can 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, geogenic contaminants, and anthropogenic contaminants and how do these vary across the globe. The class will begin by examining the urban and rural water cycles, how water moves through the environment and then how individuals obtain drinking water. The emphasis will be on water quality and what impacts water quality. The second section will focus on understanding types of sanitation, how they work, and how they can be improved. Approximately half the population in the global south is without improved sanitation and infrastructure throughout high income countries needs updating and replacing. The third section will examine all types of water contaminants including: anthropogenic, geogenic, and microbial. This will include an introduction to public health and epidemiological studies and how different contaminants can impact health. The final portion of the class will integrate the three areas to understand how they interact and how interventions can improve health outcomes. We will use case studies from the US, Africa, Southeast Asia, and Latin America

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 EAEE 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. 3.00 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 earths 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

Spring 2025: EESC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3050	001/00481	M W 10:10am - 11:25am LI001 Milstein Center	Brian Mailloux	3.00	40/42

Fall 2025: EESC BC3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3050	001/00881	M W 1:10pm - 2:25pm LI001 Milstein Center	Brian Mailloux	3.00	36/41

EESC BC3200 Ecotoxicology. 3 points.
Not offered during 2024-2025 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 SUSTAINABLE DEVEL. 4.00 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 2025: EESC BC3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3300	001/00880	M W 11:00am - 12:50pm 119 Milstein Center	Garrett Albistegui-Adler	4.00	14/14

EESC BC3800 ENVIR SCIENCE SENIOR SEMINAR. 3.00 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

Fall 2025: EESC BC3800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3800	001/00833	Th 4:10pm - 6:00pm 405 Milbank Hall	Garrett Albistegui-Adler, Martin Stute	3.00	29/70

EESC BC3801 ENVIR SCIENCE SENIOR SEM II. 3.00 points.

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 2025: EESC BC3801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3801	001/00482	Th 4:10pm - 6:00pm 405 Milbank Hall	Martin Stute, Jonathan Lambert, Elizabeth Cook	3.00	33/40

EESC BC3021 FORESTS AND ENVIRONMENTAL CHANGE. 3.00 points.

Prerequisites: Enrollment limited to 16 students. One year of college-level science. Primarily for Environmental Majors, Concentrators and Minors. Lecture, laboratory and field study of regional forest types from upland to coast and from urban to rural, forest ecosystem services, impacts of land-use and climate change on forests, reconstruction of past forests, forest pests, forest fires and forest conservation (corridors). Field trip sites for data collection may include: maritime, pine barrens, eastern deciduous and NYC urban forests. Format: lecture, student presentations, short labs, data collection/analysis and field trips (some on a weekend day in April in place of the week day meeting)

Cross-Listed Courses

There are no cross-listed courses for your department.

European Studies

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.

ECON BC3041	THEORETICL FOUNDTNS-POLIT ECON	3
HIST BC1101 & HIST BC1302	EUROPEAN HISTORY 1500-1789 and EUROPEAN HISTORY SINCE 1789 (recommended as prerequisites for other history courses)	8
HIST BC2321	COLONIAL ENCOUNTERS	3
HIST BC3323	The City in Europe	4
HIST BC3360	LONDON: GREAT WEN'TO WRLD CIT	4
HIST BC3368	HIST OF SENSES ENG # FRANCE	4
PHIL UN3352	Twentieth Century European Philosophy	3
PHIL UN3353	EUROPEAN SOCIAL PHILOSOPHY	3
PHIL V3740	Hermeneutics and the Humanities	3
POLS UN1501	INTRO TO COMPARATIVE POLITICS	4
POLS UN3401		3
RELI V3501	Introduction To the Hebrew Bible	3
RELI V2801	Introduction to Western Religions	3
SOCI UN3000	SOCIAL THEORY	3

THTR UN3150	CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I	4.00
THTR V3152	Nazism in Performance	4
French courses in Culture and Literature See French		
German courses in Culture and Literature See German		
Italian courses in Culture and Literature See Italian		
Spanish courses in Culture and Literature See Spanish		

Cross-Listed Courses

Art History (Barnard)

AHIS BC1002 INTRODUCTION TO ART HISTORY II. 4.00 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 2025: AHIS BC1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 1002	001/00002	M W 2:40pm - 3:55pm 304 Barnard Hall	Dorota Biczal	4.00	106/150

AHIS W4480 Art In the Age of Reformation. 3 points.

Not offered during 2024-2025 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 THEORETICL FOUNDTNS-POLIT ECON. 3.00 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

Spring 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00863	M W 4:10pm - 5:25pm 418 Barnard Hall	Kurt Semm	3.00	80/72
ECON 3041	002/00923	T Th 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	79/72

Fall 2025: ECON BC3041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3041	001/00073	M W 10:10am - 11:25am 504 Diana Center	Kurt Semm	3.00	75/70
ECON 3041	002/00074	M W 2:40pm - 3:55pm LI003 Barnard Hall	Kurt Semm	3.00	77/72

History (Barnard)

HIST BC1062 Introduction to the Global Middle Ages. 4.00 points.

This course introduces students to medieval history and the methods historians use to study and communicate about the past. Medieval history has traditionally centered on Western Europe, but this course also integrates new approaches to the Global Middle Ages, including attention to connectivity, comparative studies across contexts, and a survey of world literatures. Topics include Late Antique transformations to the Roman world, the Germanic migrations, and the rise of Christianity; the Islamic Conquests, the Carolingian Renaissance, and the Viking expansion; the Crusades, the Black Death, and the rise of early modern empires. Students will learn to read primary sources, assess scholarly arguments, and incorporate interdisciplinary approaches. This course will require visits to the Metropolitan Museum of Art and the Met Cloisters

Fall 2025: HIST BC1062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1062	001/00368	M W 11:40am - 12:55pm LI003 Barnard Hall	Matthew Delvaux	4.00	12/90

HIST BC1302 EUROPEAN HISTORY SINCE 1789. 4.00 points.

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism

Spring 2025: HIST BC1302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1302	001/00128	M W 11:40am - 12:55pm 304 Barnard Hall	Lisa Tiersten	4.00	66/90
HIST 1302	AU1/20290	M W 11:40am - 12:55pm Othr Other	Lisa Tiersten	4.00	22/22

HIST BC3062 Medieval Economic Life and Thought ca 1000 to 1500. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC2321 COLONIAL ENCOUNTERS. 3.00 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 BC3360 LONDON: GREAT WENT TO WORLD CITY. 4.00 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

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

Fall 2025: HIST BC3360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3360	001/00347	W 2:10pm - 4:00pm 214 Milbank Hall	Deborah Valenze	4.00	7/15

HIST BC3368 HIST OF SENSES ENG # FRANCE. 4.00 points.

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 HISTORY OF PHILOSOPHY I. **4.00 points.**

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

Fall 2025: PHIL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2101	001/11986	T Th 11:40am - 12:55pm Cin Alfred Lerner Hall	Katja Vogt, Qian Cao	4.00	90/90

PHIL UN2201 HISTORY OF PHILOSOPHY II. **4.00 points.**

Prerequisites: PHIL UN2211 Required Discussion Section (0 points). PHIL UN2101 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 2025: PHIL UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2201	001/00165	T Th 1:10pm - 2:25pm 405 Milbank Hall	Caroline Bowman	4.00	67/80

PHIL V2301 History of Philosophy III: Kant to Nietzsche. **4 points.**

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Not offered during 2024-2025 academic year.

Prerequisites: None.

Exposition and analysis of texts by Kant and major 19th-century European Philosophers.

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.

PHIL UN3352 Twentieth Century European Philosophy. **3 points.**

Prerequisites: one prior 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.

Political Science (Barnard)

POLS BC3505 COLL: MAKING DEMOCRACY WORK. **4.00 points.**

Beginning in the mid-1970s a democratic wave swept the globe. It started in Southern Europe, spread throughout Latin America, parts of East Asia and Africa, and engulfed the former Soviet bloc. In all, dozens of new democracies emerged during the late twentieth century and by the early 21st century there were more democracies in the world than there had ever been before. Over the last decade and a half, however, a democratic undertow has sent in. Many new democracies have slid back towards dictatorship and many old democracies have experienced significant problems as well. This colloquium will examine the literature on democratic consolidation and backsliding, providing students with an overview of the most important theories about what makes democracy work—or not

Sociology

SOCI UN3000 SOCIAL THEORY. **4.00 points.**

Prerequisites: Sophomore standing.

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

Spring 2025: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/00080	T Th 11:40am - 12:55pm LI003 Barnard Hall	Andrew Anastasi	4.00	50/60

Fall 2025: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	002/00946	T Th 11:40am - 12:55pm 323 Milbank Hall	Andrew Anastasi	4.00	57/60

Theatre (Barnard)

THTR V3141 Socialism/Communism in Performance. **4 points.**

Not offered during 2024-2025 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 V3152 Nazism in Performance. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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

Interim Director: Alice Reagan
Major Advisor: Meg McLagan

Department Manager: Julissa Acosta
Department Assistant: Gabriel Garcia

The Film 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](mailto:rhamilto@barnard.edu) (rhamilto@barnard.edu), Professor of English.

Advising Resources

All Film Studies majors are advised by [Ross Hamilton](mailto:rhamilto@barnard.edu) (rhamilto@barnard.edu).

Guidance for First-Year Students

The [Requirements](#) (p. 310) section on the Catalogue provides a useful guide for courses to take.

Enrolling In Courses

The following Film Studies courses have a waitlist to register for them:

- FILM BC3119 Screenwriting Fundamentals
- FILM BC3120 Advanced Screenwriting
- FILM BC3200 Film Production
- FILM BC3275 Nonfiction Digital Video Production
- FILM BC3278 Digital Production

Priority is given to Film Studies seniors and juniors for the aforementioned courses. Please go on [Vergil](#) to learn more about the particular course requirements.

Courses taken outside Barnard

Advanced Placement Credit

For information about advanced placement in Film Studies, please visit [this website](#). The Film Studies program does not provide course exemptions for advanced placement exams.

Columbia University Courses

All Columbia College Film courses are accepted towards the major.

Transfer Credit

- When students transfer to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If approved, departments can consider these courses for credit toward the major or minor.
- [Click here](#) for additional information on transfer credit.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are

treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.

- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.
- [Click here](#) for additional information on transfer credit.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or department representative.
- [Click here](#) for additional information on transfer credit.

Senior Capstone Experience

One senior seminar given by the Columbia Film Department or the Barnard English Department. Students can choose either "FILM UN3900: Senior Seminar in Film Studies" or the English/Film Senior Seminar given by the Barnard English Department.

Departmental Honors

- Departmental honors are granted to the top 20% of major GPAs; if there is tie between major GPAs, cumulative GPAs are taken into consideration.

2025-26 Faculty

The program is supervised by the Barnard Committee on Film Studies:

Interim Director

Alice Reagan

Associate Professor

Erk Grimm (Comparative Literature, European Studies, German)

Professor of Professional Practice

Meg McLagan (Visiting)

Associate Professor of Professional Practice

Gabri Christa (Dance)

Senior Lecturer

Maura Spiegel (English/Film)

Lecturer

Duygu Oya Ula (First-Year Writing)

Term Assistant Professor

Danielle Dougé

Distinguished Visiting Professor

Jonathan Beller (English and Women's, Gender, and Sexuality Studies)

Adjunct Assistant Professor

Ben Alexander

Jason LaRiviere

Adjunct Lecturers

Peter Nickowitz

Daniel Pfeffer

Julia Thompson

Adjunct Associates

Sam Abbas

Sophia de Baun

Columbia University Faculty

Annette Insdorf (Professor of Film in the Faculty of the Arts)

Richard Pena (Professor of Professional Practice in Film in the Faculty of the Arts)

James Schamus (Professor of Professional Practice in Film in the Faculty of the Arts)

Requirements for the Major

Please note that Columbia courses have been renumbered and retitled, but content remains the same.

The major requirements are a total of 36 credits, namely twelve 3-point courses. However, only seven classes are required, and five 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.

Please also note that FILM GU4000 Film and Media Theory is only available during the fall term.

Two Introductory Level Courses

FILM BC3201	INTRO FILM # MEDIA STUDIES (This is the prerequisite for all further Film courses at Columbia and Barnard. Open to first-year students.)	3
or FILM UN1000	INTRO TO FILM # MEDIA STUDIES	

FILM GU4000	FILM AND MEDIA THEORY	3

Two of the Following, One of Which Must Be UN2010 or UN2030

FILM UN2010	CINEMA HIST I: BEGIN-1930	3
FILM UN2020	CINEMA HIST II: 1930-1960	3
FILM UN2030	CINEMA HIST III: 1960-1990	3
FILM UN2040	CINEMA HISTORY IV: AFTER 1990	3

Labs in Critical/Creative Practice - One Required

FILM UN2410	LAB IN WRITING FILM CRITICISM	3
FILM UN2420	LABORATORY IN SCREENWRITING	3
FILM UN2510	LAB IN FICTION FILMMAKING	3
FILM BC3119	SCREENWRITING FUNDAMENTALS	3
FILM BC3120	ADVANCED SCREENWRITING	3
FILM BC3200	FILM PRODUCTION	3
FILM BC3260	WRITING FOR TELEVISION: SHORT FORM	3
FILM BC3275	NONFIC DIGTL VIDEO PRODCTN	3
FILM BC3301	Advanced Production	3

International Cinema Requirement

One course on a non-American cinema (from Film or other departments)

Senior Thesis Seminar

ENGL BC3997	SENIOR SEMINAR IN ENGLISH	4

Elective Courses - Choose Five

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 SEM IN SCREENWRITING	3
FILM UN3925	NARRATIVE STRAT-SCREENWRITING	3
FILM UN3930	The Actor's Art: Jeanne Moreau	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.
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 BC3090 ARTEMIS RISING SHORT COURSE IN FILMMAKING. 1.00 point.

The Artemis Rising Short Course in Filmmaking is a two to four-week course offered each semester on a special topic of filmmaking presented by an Artemis Rising Foundation Filmmaker Fellow (ARFF). This series was endowed by the Artemis Rising Foundation to bring world-class filmmakers with hands-on experience and fresh perspectives to Barnard to connect with students interested in filmmaking as a vocation and media literacy. It can only be taken for pass/fail for 1 point. Students must attend all four class sessions and write a final paper in order to receive credit for this course. To see the dates/times that the Artemis Rising Short Course will meet this semester, the current course description, and the biography of the visiting filmmaker, please visit the ARFF website: <https://athenacenter.barnard.edu/arff>

FILM BC3091 ARTEMIS RISING SHORT COURSE IN FILM PRODUCTION. 1.00 point.

The Artemis Rising Short Course in Film Production is a one-point credit short workshop presented by an Artemis Rising Foundation Filmmaker Fellow (ARFF). It consists of four workshops on a special aspect of film production and one final project. This series was endowed by the Artemis Rising Foundation to bring world-class filmmakers with hands-on experience and fresh perspectives to Barnard to connect with students interested in filmmaking as a vocation and media literacy. It can only be taken for pass/fail for 1 point. Students must attend all four class workshops and produce one final project in order to receive credit for this course. To see the dates/times that the Artemis Rising Short Course will meet this semester, the current course description, and the biography of the visiting filmmaker, please visit the ARFF website: <https://athenacenter.barnard.edu/arff>

Spring 2025: FILM BC3091

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3091	001/00778	M 10:10am - 12:00pm 404 Milstein Center	Ross Hamilton	1.00	12/16

Fall 2025: FILM BC3091

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3091	001/00781	T 4:10pm - 6:00pm 105 Milstein Center	Alice Reagan	1.00	17/16

FILM BC3119 SCREENWRITING FUNDAMENTALS. 3.00 points.

Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority. 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 Film sign-up sheets go up is listed here: <http://film.barnard.edu/sign-ups>
 Corequisites: (Since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.)

Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority. Corequisites: (Since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.) This course is ideal for writers of their FIRST, SECOND AND THIRD screenplays. The first several weeks will focus on STORY: What it is, what it isn't, how to recognize the difference. How to find your own individual stories that nobody else in the universe can tell. From there we will make the transition to the highly individualized techniques, the strengths and limitations, the dynamics of telling a SCREEN STORY; what to leave in, what to leave out. As Michelangelo puts it—starting with a block of marble and chipping away everything that isn't David. Through studies of existing screenplays and films in coordination with and hands-on writing exercises which we will share in class, we will develop our skills in all aspects of screenwriting; building fascinating characters, dialogue, story construction (The BIG PICTURE) and scene construction (The Small Picture) Perfection is not the goal; but rather it is to be able to say truly at the end of each day's writing, "I did the best I could with what I had at the time. (Phillip Roth quoting heavyweight champion Joe Louis)

Spring 2025: FILM BC3119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3119	001/00188	W 12:10pm - 3:00pm 407 Barnard Hall	Peter Nickowitz	3.00	12/12

Fall 2025: FILM BC3119

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3119	001/00649	W 4:10pm - 7:00pm 502 Diana Center	Peter Nickowitz	3.00	11/12

FILM BC3120 ADVANCED SCREENWRITING. 3.00 points.

Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority. 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 Film sign-up sheets go up is listed here: <http://film.barnard.edu/sign-ups>
 Corequisites: (Since this is a Film course, it does not count as a writing course for English majors with a Writing Concentration.)

Prerequisite: FILM BC3201 or equivalent. First priority enrollment is given to senior Film Studies majors/concentrations. For more information on this semester's visiting instructor from the Artemis Rising Foundation Filmmaker Fellowship Program, visit: <https://athenacenter.barnard.edu/arff> This screenwriting seminar provides students an in-depth understanding of the short form which will help them turn their ideas into a short film script (up to 10 pages in length). With a focus on studying contemporary international short films students will learn to write their own short screenplay, as well as learn to give and receive feedback and receive tips on revising their scripts. Homework assignments will include watching films, reading short stories, writing exercises and reading screenplays

Spring 2025: FILM BC3120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3120	001/00189	W 4:10pm - 7:00pm 308 Diana Center	Danielle Douge	3.00	12/12

FILM BC3200 FILM PRODUCTION. 3.00 points.

Prerequisites: FILM BC3201 or equivalent. Sophomore standing. Priority is given to Film Studies majors/concentrations in order of class seniority. If you are accepted into this course, attending the first day of class is mandatory. If you do not show up, you may be dropped. This workshop introduces the student to all the cinematic tools necessary to produce their own short narrative work. Using what the student has learned in film studies, we'll break down shot syntax, mise-en-scene and editing strategies. We'll include scheduling, budgeting, casting, working with actors and expressive camera work in our process as we build toward a final video project

Spring 2025: FILM BC3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3200	001/00190	Th 11:00am - 1:50pm 105 Milstein Center	Daniel Pfeffer	3.00	12/16
FILM 3200	002/00191	T 6:10pm - 9:00pm 409 Barnard Hall	Julia Thompson	3.00	12/12

Fall 2025: FILM BC3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3200	001/00650	T 6:10pm - 9:00pm 409 Barnard Hall	Julia Thompson	3.00	8/12
FILM 3200	002/00651	Th 2:10pm - 5:00pm 105 Milstein Center	Daniel Pfeffer	3.00	8/12

FILM BC3201 INTRO FILM # MEDIA STUDIES. 3.00 points.
Prerequisites: Open to first-year students. We derive much of our information about the world from visual media. Social networks, television, cinema: all shape our aesthetic sensibilities and our political visions. Yet we often lack a basic understanding of what could be called “visual literacy.” This introductory course gives students the critical tools to analyze how film and other visual media really work – in order to appreciate their artistic and social achievements, as well as to guard against their insidious manipulative devices. In the first part of the semester, we focus on film analysis through a detailed study of the different production phases of filmmaking – from screenwriting and mise-en-scène to editing and film scoring. We pay special attention to the way in which certain stylistic and narrative choices have particular ideological effects. The second part of the course looks at film history through a comprehensive, chronological overview of its main movements and periods, including the coming of sound in Hollywood cinema, post-war Italian Neorealism, the emergence of world auteurs, New Waves of the 1960s and 1970s, etc. Students will use the hermeneutical tools learnt in film analysis to intellectually engage with some masterworks of film history. In the third and final part of the semester, we study the major debates of film theory from perspectives such as auteurism, formalism, psychoanalysis, Marxism, feminism, postcolonial and queer studies, etc. Required screenings include Nanook of the North (Flaherty, 1922), Sunrise (Murnau, 1927), Man with a Movie Camera (Vertov, 1929), Casablanca (Curtiz, 1942), Bicycle Thieves (De Sica, 1948), Rashomon (Kurosawa, 1950), Breathless (Godard, 1960), Belle de Jour (Buñuel, 1967), The Hour of the Furnaces (Solanas, 1968), Seven Beauties (Wertmüller, 1974), Blue Velvet (Lynch, 1986), Paris Is Burning (Livingstone, 1990), and Children of Men (Cuarón, 2006)

Fall 2025: FILM BC3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3201	001/00025	F 2:10pm - 5:30pm LI002 Milstein Center	Jason LaRiviere	3.00	38/90

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. 3.00 points.
Prerequisites: FILM BC 3201 or equivalent.
Prerequisites: FILM BC 3201 or equivalent. Some film scholars seem confused when the term “Independent Cinema” is used in academic discussions. “Independent of what?” and “How independent really?” immediately come up as questions to dismiss the term as too general and misleading. Yet Independent Cinema is not a vague concept: quite the contrary, it very specifically designates the terrain where one of the most controversial debates in America’s film history has taken place. In this course, we study 1) the most important alternative film practices in the US during the 1980s and 1990s, assessing their political and aesthetic accomplishments, and 2) the way “Indie” Cinema was simultaneously incorporated, neutralized, and/or neglected by mainstream media conglomerates. For that purpose, we first focus on the development of non-standard modes of production in the 1940s and 1950s – as exemplified in some works by Maya Deren, Kenneth Anger, and John Cassavetes – as well as Hollywood’s commercial strategies to renew its hegemony from the 1960s onwards – we take Dennis Hopper’s Easy Rider (1969) as a case study. We then turn to the analysis of “minor” American cinemas, their forms of thinking, and their impact in public debates concerning freedom of speech, civil rights, and the representation of minorities in the screen during the 1980s. In the last part of the semester, we examine the commodification of independent filmmaking in the 1990s (Disney’s takeover of Miramax, cooptation of the Sundance Film Festival, etc) to further understand that subtle division between art and commercialism in recent American cinema. In-class screenings include Eraserhead (David Lynch, 1977), Chan Is Missing (Wayne Wang, 1982), Down by Law (Jim Jarmusch, 1986), Do the Right Thing (Spike Lee, 1989), sex, lies, and videotape (Steven Soderbergh, 1989), American Dream (Barbara Kopple, 1990), Reservoir Dogs (Quentin Tarantino, 1992), and Inside Llewyn Davis (Coen brothers, 2013)

FILM BC3245 American Television Drama. 3 points.
Between prestige and streaming, the medium of television has never covered a wider breadth of narratives, voices, and concerns. This course will take a closer look at the format of the American Drama and how it has served as a cultural tool since its inception, reflecting the concerns of the time in one form or another. Through theoretical readings and sociological texts, the course will survey and sharpen our understanding of the power of the medium when placed in conversation with the greater American discourse.

Fall 2025: FILM BC3245

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3245	001/00652	T 2:40pm - 6:25pm 323 Milbank Hall	Ben Alexander	3	22/60

FILM BC3250 ADAPTATION. 3.00 points.

In the same way that there can never be a single objective account of an historical event, using one medium to convey a story first told in another is never as straightforward as it might seem. Translating the essence of an existing story to the screen may require making significant changes to the events or characters as they were originally presented. As a screenwriter faced with such an adaptation, you must understand the idiosyncrasies of your craft well enough to recognize what to keep, what to change, and what to leave behind. This course will explore what makes a screen story work, balancing faithfulness and invention

Fall 2025: FILM BC3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3250	001/00653	Th 2:40pm - 5:30pm 409 Barnard Hall	Danielle Douge	3.00	10/12

FILM BC3260 WRITING FOR TELEVISION: SHORT FORM. 3.00 points.

Prerequisites: FILM BC3201 or equivalent. Enrollment limited to 12 students. Priority is given to Film Studies majors/concentrations in order of class seniority. 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 Film sign-up sheets go up is listed here: <http://film.barnard.edu/sign-ups>
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.

[Prerequisite: FILM BC3201 or equivalent. Please note that since this is a Film Studies course, it does not count as a creative writing course for English majors with a creative 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 and a mini series bible

Spring 2025: FILM BC3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3260	001/00192	W 2:10pm - 5:00pm 404 Milstein Center	Dafina Roberts	3.00	11/12

FILM BC3265 The Producer's Role. 3 points.**Not offered during 2024-2025 academic year.**

This course follows a producer's role from the selection of material through its development, preproduction, production and post-production to the delivery of the completed work. Once a project has been developed and financed and is in pre-production, a producer organizes and provides the best possible support system and equipment for the director. S/he is responsible for providing all the elements, human and material, as well as her/his own experience, professional judgment and assistance, to carry out the combined vision of the film's writer, director and producer. When budgets are low the producer often has to do script revisions; casting; finding props and wardrobe; obtaining equipment at low rates; legal and accounting work; collaborating with the director and editor during the shoot and post-production, and plan marketing and distribution. Producing low-budget fiction and non-fiction films/videos offers invaluable experience in learning how to handle larger productions: how to arrive at a compelling storyline, judge the talents and skills of above and below-the-line personnel and supervise the production. Guests include a Director and Editor. Students choose a project they want to produce, "pitch it to the class," and then write a professional proposal for it.

FILM BC3275 NONFIC DIGTL VIDEO PRODCNTN. 3.00 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.

Nonfiction Digital Video Production: 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 short video work by each student. Students should be both self-directed and interested in developing a support system for each others work

Fall 2025: FILM BC3275

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3275	001/00780	M 12:10pm - 3:00pm 404 Milstein Center	0. FACULTY	3.00	8/12

FILM BC3278 DIGITAL PRODUCTION. 3.00 points.

Prerequisites: both FILM BC3201 (or equivalent) and FILM BC3200 (or equivalent). Digital Production offers visual storytellers an incredible medium to connect and build an audience. It is an inexpensive, accessible platform to launch micro-budget concepts. Developing the storytellers voice inexpensively is critical to the evolution of any student, no matter their starting point. The Digital Series course is intended to take students from story ideation through creation of an independent digital series. Emanating from a writers room setting, all steps of the process will be explored and supported by in-class discussion, examples and workshops. This hands-on class revolves around the TV series production model: breaking story, writing pages, preproduction planning, filming and post-production review. We will emphasize the writers voice, construction of series storytelling, and establishing realistic scopes of production

Spring 2025: FILM BC3278

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3278	001/00193	Th 4:10pm - 7:00pm 105 Milstein Center	Danielle Douge	3.00	8/12

Fall 2025: FILM BC3278

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3278	001/00654	T 2:10pm - 5:00pm 111 Milstein Center	Danielle Douge	3.00	10/12

FILM BC3279 UNSEEN MASTERWORKS OF WORLD CINEMA. 3.00 points.

Not offered during 2024-2025 academic year.

This course examines the portrayal of significant themes in international cinema. Through a selection of diverse cinematic works from various countries, students will analyze different cultural, historical, and political perspectives. The course aims to enhance students' understanding of complex topics, their impact on individuals and societies, and the ethical questions they evoke. Through critical analysis and discussion, students will engage with a range of cinematic works that offer alternative narratives and perspectives

Spring 2025: FILM BC3279

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3279	001/00194	M 4:10pm - 7:55pm 304 Barnard Hall	Sam Abbas	3.00	25/60

Fall 2025: FILM BC3279

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3279	001/00026	M 4:10pm - 7:55pm 405 Milbank Hall	Sam Abbas	3.00	15/60

FILM BC3280 Truffaut and Rohmer: From Page to Screen. 4.00 points.

A comparative analysis between a literary source and its film adaptation can be a useful tool to understand how both cinema and literature work. In this course, we focus on five outstanding adaptations written and directed by French auteurs François Truffaut and Éric Rohmer during the 1970s: *The Wild Child* (1970), *Two English Girls* (1971), *The Story of Adèle H.* (1975), *The Marquise of O...* (1976), and *Perceval* (1978). By carefully examining the literary texts and their transpositions to the screen, we study the specific qualities of film adaptations and discuss seminal ideas on originality, authorship, and hybridization in the arts. We start by reading three "classical" essays on film and literature – Sergei Eisenstein's "Dickens, Griffith, and the Film Today" (1944), André Bazin's "For an Impure Cinema: In Defense of Adaptation" (1952), and George Bluestone's "The Limits of the Novel and the Limits of the Film" (1957) – in order to recognize the affinities and differences between "the concept of the mental image" in literature and "the percept of the visual image" in cinema. We then pay attention to the different methods used by Truffaut and Rohmer to translate the original texts to the screen. For that purpose, before watching each film, we closely read its "source": a medieval romance (Chrétien de Troyes' *Perceval*, the *Story of the Grail*, 1191), a medical report (Jean Itard's *The Education of a Savage Man*, 1798), a Romantic novella (Heinrich von Kleist's *The Marquise of O...*, 1808), a secret diary (Adèle Hugo's *Journal of Exile*, 1866), and a semi-autobiographical novel (Henri-Pierre Roché's *Two English Girls and the Continent*, 1952). Each reading is followed by an in-depth analysis of Truffaut's and Rohmer's films, with emphasis on the significant changes in narrative structure, point of view, and characterization – which, in turn, allow for audio-visual patterning appropriate to film. The study of the directors' styles (camera movement, lighting techniques, use of sound and music, montage, etc) will enable us to verify to what extent the serious film adaptor becomes a creator in his own right

FILM BC3301 Advanced Production. 3 points.

Prerequisites: FILM BC3201 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.

FILM BC3610 NEW CINEMAS IN LATIN AMERICA. 3.00 points.

This seminar will analyze the historical similarities and differences between the two major "New Wave" periods of Latin America cinema. The first part of this course will examine the emergence of the 1960s nuevos cines in Mexico, Brazil, Cuba, Argentina, and Chile through an in-depth analysis of landmark films such as Jomi García Ascot's and María Luisa Elío's "On the Empty Balcony" (1962), Glauber Rocha's "Entranced Earth" (1967), and Tomás Gutiérrez Alea's "Memories of Underdevelopment" (1968). Some key concepts in Benedict Anderson's book "Imagined Communities" will help us to understand why "national identities" played such a primordial role among Latin American film intellectuals in the 1960s and 1970s. Special attention will be paid to the manifestos written by Julio García Espinosa, Fernando Solanas, and Octavio Getino, and to how they confronted Hollywood's hegemony in order to create an auteurist film tradition in the region. In the second part of the seminar, we will study the global success of the Latin American cinemas of the 2000s from a transnational perspective: features such as Alfonso Cuarón's "Y tu mamá también" (2001), Lucrecia Martel's "The Swamp" (2001), and Fernando Meirelles and Kátia Lund's "City of God" (2002) will be examined in relation to the political and aesthetic traditions discussed in part one. We will explore how these contemporary Latin American filmmakers have shifted their interests from national identities to questions of gender, race, class, and sexuality. The critical interpretation of these films will allow us to redefine the idea of "national cinemas" and to reexamine the historical tensions between state control, commercialism, and independent cinema in Latin America

FILM BC3702 MAJOR WOMEN FILMMAKERS. 4.00 points.

Traditional film history has consigned a multitude of cinema practices to an inferior position. By accepting Hollywood's narrative model as central, film scholars have often relegated non-male, non-white, non-Western films to a secondary role. Often described as "marginal" or "peripheral" cinemas, the outcomes of these film practices have been systematically excluded from the canon. Yet... are these motion pictures really "secondary"? In relation to what? And according to whom? This course looks at major films by women filmmakers of the 20th Century within a tradition of political cinema that 1) directly confronts the hegemonic masculinity of the Hollywood film industry, and 2) relocates the so-called "alternative women's cinema" at the core of film history. Unlike conventional feminist film courses, which tend to be contemporary and anglocentric, this class adopts a historical and worldwide perspective; rather than focusing on female directors working in America today, we trace the origins of women's cinema in different cities of the world (Berlin, Paris, New York) during the silent period, and, from there, we move forward to study major works by international radical directors such as Lorenza Mazzetti, Agnès Varda, Forough Farrokhzad, Věra Chytilová, Chantal Akerman, Liliana Cavani, Barbara Kopple, Larisa Shepitko, and Mira Nair. We analyse how these filmmakers have explored womanhood not only as a source of oppression (critique of patriarchal phallogocentrism, challenge to heteronormativity, etc) but, most importantly, as a source of empowerment (defense of matriarchy, equal rights, lesbian love, inter- and transexuality...). Required readings include seminal texts of feminist film theory by Claire Johnston, Laura Mulvey, Ann Kaplan, bell hooks, and Judith Butler. Among the films screened in the classroom are: silent movies – "Suspense" (Lois Weber, 1913), "The Smiling Madame Beudet" (Germaine Dulac, 1922) –, early independent and experimental cinema – "Girls in Uniform" (Leontine Sagan, 1931), "Ritual in Transfigured Time" (Maya Deren, 1946) –, "new wave" films of the 1950s and 1960s – "Together" (Mazzetti, 1956), "Cléo from 5 to 7" (Varda, 1962), "Daisies" (Chytilová, 1966) –, auteur cinema of the 1970s – "Jeanne Dielman" (Akerman, 1975), "The Ascent" (Shepitko, 1977) –, and documentary films – "Harlan County, USA" (Kopple, 1976), "Paris Is Burning" (Jennie Livingston, 1990)

Spring 2025: FILM BC3702

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FILM 3702	001/00196	F 4:10pm - 7:55pm 328 Milbank Hall	Sophia de Baun	4.00	14/18

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 2024-2025 academic year.

ANTH W4625 Anthropology and Film. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 academic year.

Classics (Barnard)

CLLT V3230 Classics and Film. 3 points.
BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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.

Dance (Barnard)

DNCE BC3560 SCREENDANCE:COMPOSITION. 3.00 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

Fall 2025: DNCE BC3560

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
DNCE 3560	001/00587	T Th 11:00am - 12:50pm LI020 Milstein Center	Gabri Christa	3.00	6/14

East Asian Languages and Cultures

EAAS W4106 Global Genres and East Asian Cinema. 3 points.
Discussion Section Required
Not offered during 2024-2025 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

ENGL W4670 American Film Genres. 3 points.
Not offered during 2024-2025 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.
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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3064 France on Film. 3 points.
Not offered during 2024-2025 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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3065 SURREALISM. 3.00 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 BC1204: French Intermediate II or the equivalent level is required.*

Spring 2025: FREN BC3065

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3065	001/00120	M W 2:40pm - 3:55pm 302 Milbank Hall	Caroline Weber	3.00	10/20

FREN BC3073 Africa in Cinema. 3 points.

Considerations of African-directed twentieth century films concerning French-speaking, sub-Saharan West Africa. Reflections on tradition and modernity, politics and popular culture, the status of women, youth problems, identity construction. Placement of African film within its own tradition. Class taught in English.

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 Facist 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.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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.**

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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 2024-2025 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

Department Manager: Julissa Acosta

Department Assistant: Miriam Kumaradoss-Hohauser

Mission

First-Year Writing (FYW) courses invite students into the vibrant scholarly life of the college. Working in small, discussion-based seminar classes over the course of one semester, we read challenging literary texts and critical scholarship, helping students to develop fundamental skills in analysis and academic writing that allow them to take their place in vitally important scholarly conversations. Students may choose from a variety of special topics that focus on a particular literary tradition, theme, or phenomenon (see course descriptions for details).

Student Learning Outcomes

Students who successfully complete this one-semester course should be able to:

- closely analyze evidence to develop persuasive claims
- develop claims into sophisticated, consequential ideas
- communicate ideas clearly through well-organized, lucid writing
- develop skills in critical reading and academic writing that transfer to courses across the curriculum
- conduct interdisciplinary research to ground literary works in different contexts (historical, theoretical, etc.)
- document sources and incorporate scholarship into original analytical arguments
- avoid plagiarism and other academic violations of Barnard's Honor Code
- gain confidence in speaking as well as writing skills in a small seminar setting

2025-26 Faculty**Director**

Wendy Schor-Haim (Senior Lecturer in English)

Associate Director

Cecelia Lie-Spahn (Lecturer in English; Director, First-Year Writing Workshop; Associate Director, First-Year Writing Workshop Program)

Senior Lecturers

Benjamin Breyer

Vrinda Condillac (Interim Associate Director, First-Year Writing Program)

Alexandra Watson (Associate Director, Writing Fellows Program)

Lecturers

Meredith Benjamin
Andrew Lynn
Penelope Meyers Usher
Duygu Oya Ula

Term Assistant Professor

Nathan Gorelick (Term Assistant Professor in English)

Term Lecturers

Quincy Jones
Francesca Ochoa
Michael Shelichach
Elizabeth Weybright

Post-Doctoral Fellow

Andrew Ragni

Adjunct Associates

Sam Davis

Adjunct Lecturers

Emily Austin

Every Barnard first-year student is required to take a First-Year Writing course during their first or second semester at Barnard.

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.

Jump to a Category

[First-Year Writing: Critical Conversations](#) (p. 370)
[First-Year Writing Workshop](#) (p. 370)

First-Year Writing: Critical Conversations

First-Year Writing (FYW) courses invite students into the vibrant scholarly life of the college. Working in small, discussion-based seminar classes over the course of one semester, we read challenging literary texts and critical scholarship, helping students to develop fundamental skills in analysis and academic writing that allow them to take their place in vitally important scholarly conversations. Students may choose from a variety of special topics that focus on a particular literary tradition, theme, or phenomenon (see course descriptions for details).

A “critical conversation” is a conversation about ideas. It is sophisticated and thoughtful rather than one-sided and simplistic; it’s not about finding one right answer but rather about closely analyzing all of the evidence at hand and discovering something meaningful. By communicating what you discover clearly and cogently, you add to the broader scholarly conversation. When engaged in a critical conversation with other scholars, you consider their ideas in ways that help you develop your own thinking, rather than merely agreeing or disagreeing with what others have to say. The critical reading, discussion, and academic writing skills we focus on in First-Year Writing provide a foundation that crosses disciplinary boundaries and will help you in all of your courses. Please go to [https://](https://firstyear.barnard.edu/fyw/course-listings)

firstyear.barnard.edu/fyw/course-listings for full course titles and descriptions.

FYWB BC1001 FIRST-YEAR WRITING AT BARNARD. 3.00 points.
First-Year Writing (FYW) courses invite students into the vibrant scholarly life of the college. Working in small, discussion-based seminar classes over the course of one semester, we read challenging literary texts and critical scholarship, helping students to develop fundamental skills in analysis and academic writing that allow them to take their place in vitally important scholarly conversations. Students may choose from a variety of special topics that focus on a particular literary tradition, theme, or phenomenon. Please see <https://firstyear.barnard.edu/fyw/course-listings> for full course descriptions.

Fall 2025: FYWB BC1001					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYWB 1001	001/01031	M W 10:10am - 11:25am 404 Barnard Hall	Andrew Lynn	3.00	15/15
FYWB 1001	002/01032	T Th 10:10am - 11:25am 405 Barnard Hall	Andrew Lynn	3.00	15/15
FYWB 1001	006/01035	T Th 1:10pm - 2:25pm 403 Barnard Hall	Wendy Schor-Haim	3.00	15/15
FYWB 1001	007/01036	T Th 1:10pm - 2:25pm 202 Milbank Hall	Quincy Jones	3.00	15/15
FYWB 1001	008/01037	T Th 5:40pm - 6:55pm 403 Barnard Hall	Quincy Jones	3.00	15/15
FYWB 1001	009/01038	M W 10:10am - 11:25am 407 Barnard Hall	Duygu Ula	3.00	15/15
FYWB 1001	010/01039	M W 11:40am - 12:55pm 404 Barnard Hall	Duygu Ula	3.00	15/15
FYWB 1001	011/01040	M W 1:10pm - 2:25pm 404 Barnard Hall	Michael Shelichach	3.00	15/15
FYWB 1001	012/01041	M W 6:10pm - 7:25pm 403 Barnard Hall	Michael Shelichach	3.00	15/15
FYWB 1001	013/01042	T Th 11:40am - 12:55pm 407 Barnard Hall	Elizabeth Weybright	3.00	15/15
FYWB 1001	014/01043	T Th 2:40pm - 3:55pm 223 Milbank Hall	Elizabeth Weybright	3.00	15/15
FYWB 1001	015/01044	T Th 10:10am - 11:25am 404 Barnard Hall	Nathan Gorelick	3.00	15/15
FYWB 1001	016/01045	T Th 11:40am - 12:55pm 403 Barnard Hall	Nathan Gorelick	3.00	15/15
FYWB 1001	017/01046	M W 8:40am - 9:55am 403 Barnard Hall	Benjamin Breyer	3.00	15/15
FYWB 1001	018/01047	M W 10:10am - 11:25am 227 Milbank Hall	Benjamin Breyer	3.00	15/15
FYWB 1001	019/01048	M W 11:40am - 12:55pm 407 Barnard Hall	Andrew Ragni	3.00	15/15
FYWB 1001	020/01049	M W 1:10pm - 2:25pm 407 Barnard Hall	Andrew Ragni	3.00	15/15
FYWB 1001	021/01050	T Th 4:10pm - 5:25pm 403 Barnard Hall	Alexandra Watson	3.00	15/15
FYWB 1001	022/01059	T Th 1:10pm - 2:25pm 407 Barnard Hall	Emily Austin	3.00	15/15
FYWB 1001	023/01060	T Th 2:40pm - 3:55pm 407 Barnard Hall	Emily Austin	3.00	15/15
FYWB 1001	024/01061	M W 4:10pm - 5:25pm 406 Barnard Hall	Samuel Davis	3.00	13/15
FYWB 1001	025/01063	M W 1:10pm - 2:25pm 403 Barnard Hall	Samuel Davis	3.00	15/15
FYWB 1001	026/01095	M W 10:10am - 11:25am 403 Barnard Hall	Penelope Usher	3.00	15/15

First-Year Writing Workshop

First-Year Writing (FYW) Workshop is a four-credit course designed for students who feel they would benefit from extra preparation for the critical reading and writing that you will do at Barnard. FYW and FYW

Workshop are equally rigorous -- both courses have the same critical reading and writing goals, and both courses satisfy your First-Year Writing requirement. FYW Workshop, however, meets 3 days per week instead of 2; it is worth 4 credits instead of 3; and the class sizes are smaller. NOTE: FYW Workshop is only offered in the Fall (not in the Spring). Please go to <https://firstyear.barnard.edu/fyw/course-listings> for full course titles and descriptions.

[Read about students' experiences in FYW Workshop here.](#)

FYWB BC1002 FIRST-YEAR WRITING WORKSHOP. 4.00 points.

First-Year Writing (FYW) Workshop is a four-credit course designed for students who feel they would benefit from extra preparation for the critical reading and writing that you will do at Barnard. FYW and FYW Workshop are equally rigorous -- both courses have the same critical reading and writing goals, and both courses satisfy your First-Year Writing requirement. FYW Workshop, however, meets 3 days per week instead of 2; it is worth 4 credits instead of 3; and the class sizes are smaller. FYW Workshop is only offered in the fall semester (not in the spring semester). Students who are interested in one of the limited number of spaces in FYW Workshop should select "First-Year Writing Workshop" on the First-Year Experience Course Request Form and fill out the accompanying FYW Workshop Questionnaire (the First-Year Dean's Office will email you the form in mid-June). The FYW Workshop Questionnaire is required in order to be considered for FYW Workshop. See courses here

Fall 2025: FYWB BC1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYWB 1002	001/01051	T Th F 11:40am - 12:55pm 404 Barnard Hall	Francesca Austin Ochoa	4.00	11/12
FYWB 1002	002/01052	T Th F 1:10pm - 2:25pm 404 Barnard Hall	Francesca Austin Ochoa	4.00	12/12
FYWB 1002	003/01053	M W F 2:40pm - 3:55pm 407 Barnard Hall	Penelope Usher	4.00	12/12
FYWB 1002	004/01054	M W F 11:40am - 12:55pm 403 Barnard Hall	Vrinda Condillac	4.00	12/12

First-Year Seminar

Office location: 332G Milbank Hall
Office phone: 212-854-3577

Department Assistant: Marsha Peru, mperuo@barnard.edu

Mission

Every Barnard first-year student is required to take a First-Year Seminar during her first or second semester at Barnard. First-Year Seminars are designed to develop further the essential and prerequisite skills a student brings to Barnard 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.

The First-Year Seminars

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 Wollstonecraft 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.

Student Learning Outcomes

1. Students in First-Year Seminars will develop their skills in critical reading and analysis, writing, and effective speaking.
2. They will assess and use textual evidence in support of oral and written arguments.
3. Students will explore important issues through significant texts ranging across genres, disciplines, and historical periods.

This program is supervised by the First-Year Experience Committee led by:

First-Year Seminar Co-Directors

Pamela Cobrin (Senior Lecturer in English)
Laurie Postlewait (Senior Lecturer in French)

Director of First-Year Writing

Wendy Schor-Haim (Senior Lecturer in English)

Director of First-Year Writing Workshop

Cecelia Lie-Spahn (Lecturer in English)

Instruction in the First-Year Seminar Program is provided by the following faculty members:

Professors, Associate Professors and Assistant Professors

Mark Carnes (History)
Tamara Walker (Africana Studies)
Emily Black (Computer Science)
Ralph Ghoche (Architecture)
Gale Kenny (Religion)

Courses of Instruction

Every Barnard first-year student is required to take a First-Year Seminar during their first or second semester at Barnard. Transfer students are not required to take First-Year Seminars.

Special Topics

FYSB BC1105 Language and Power. 3.00 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? Topics may include hate speech, trigger warnings, slurs, dog whistles, propaganda, and silencing

Spring 2025: FYSB BC1105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1105	001/00379	T Th 1:10pm - 2:25pm 306 Millbank Hall	Karen Lewis	3.00	13/16

FYSB BC1107 Race, Science, & Reproductive Justice (Wkshop). 4.00 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 life. With an emphasis on the reproductive justice movement in the United States, which centers the experiences and leadership of BIPOC women and LGBTQ people, 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? What is reproductive justice, and how is it distinct from reproductive rights and health? How have recent innovations in medicine and reproductive technologies both empowered and harmed reproductive experiences? And what kind of world does the reproductive justice movement urge us to imagine and create? Please note that the material for this class discusses obstetric violence; this material is important for understanding the relationships between race, science, and reproductive justice. Throughout the semester, we will discuss as a class how to work through this difficult material in respectful and inclusive ways. NOTE: This 4-credit version of First-Year Seminar (FYS) —FYS “Workshop”—is specially designed for students who believe they would benefit from extra support with their critical reading and academic writing skills. In addition to regular seminar meetings twice per week, students are also required to participate in six Friday “writing labs” over the course of the semester. The writing labs for this section will take place on the following Fridays, 11:40am-12:55pm: 1/15, 1/22, 1/29, 2/5, 2/12, and 3/26. These dates are for the Spring 2021 semester only

FYSB BC1113 Feminist Futures. 3.00 points.

This course uses feminist and queer anti-racist engagements with science fiction as a starting point for considering speculation as a mode of inquiry and practice more generally. How and why do feminist authors, artists, activists, and theorists invoke the future in order to analyze and contest gendered inequalities and dominations that are experienced in the present? What are the consequences of speculation in the context of platform design and reproductive technologies? What is the role of imagination in dealing with archival documents? By posing these and other questions throughout the semester, we will explore numerous issues about the role of speculation, imagination, and forecasting in the everyday practice of feminist critique. The seminar meetings, readings, and assignments in this class all serve the larger goal of helping students cultivate intersectional approaches to the study of power

FYSB BC1114 HOT STUFF. 3.00 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 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 individual and group presentations. Students will research case studies and present their finding to the class

FYSB BC1189 THE ENCHANTED IMAGINATION. 3.00 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, Shakespeares A Midsummer Nights Dream and The Tempest; Romantic poetry by Blake, Coleridge, Keats, and Dickinson; Romantic art by Friedrich, Waterhouse, and Dore; Mary Shelleys Frankenstein, Lewis Carrolls Alice books, Tennysons Idylls of the King, Tolkiens Lord of the Rings; Magical Realist works by Borges, Garcia Marquez, and Allende; Sondheim - Lapines Into the Woods, Rushdies Haroun and the Sea of Stories

FYSB BC1196 MODERNISM IN THE CITY. 3.00 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

FYSB BC1199 LOSING YOURSELF: ABSORPTION IN VISUAL ME. 3.00 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

FYSB BC1200 BANNED: DANGEROUS ART. 3.00 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?

Spring 2025: FYSB BC1200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1200	001/00292	M W 2:40pm - 3:55pm 323 Milbank Hall	Karen Santos da Silva	3.00	16/16

FYSB BC1286 CULTURE, ETHICS, AND ECONOMICS. 3.00 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

FYSB BC1294 ART, SEX & AMERICAN CULTURE. 3.00 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 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 BC1336 WITCHES. 3.00 points.

From ancient Greece to Wicked, the figure of the witch has fascinated and frightened, compelled and repulsed. In this seminar, we will 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

Spring 2025: FYSB BC1336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1336	001/00378	T Th 1:10pm - 2:25pm 403 Barnard Hall	Wendy Schor-Haim	3.00	15/16

FYSB BC1337 Feminism & Politics of Anger. 3 points.

Of late, much attention has been given to the political role of feminist anger. However, not all feminist anger is received or interpreted in the same way; not all women have had the same freedom to express or represent anger. This course asks us to think critically about expressions and perceptions of anger. How do race, sexuality, gender identity, class, and ethnicity shape who is perceived as "angry" and whose anger is taken seriously? What other affects circulate and interact with anger: from rage and irritation to wonder and joy? We'll begin with the figure of the "feminist killjoy," as theorized by Sara Ahmed and will consider texts by authors including Audre Lorde, Adrienne Rich, June Jordan, Susan Stryker, and Nella Larsen, alongside manifestos, comics, film, visual art, and zines.

Spring 2025: FYSB BC1337

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1337	001/00498	M W 11:40am - 12:55pm 403 Barnard Hall	Meredith Benjamin	3	16/16

FYSB BC1400 Walking and Looking. 3 points.

Walking and looking are among the most "natural" of human activities. But what really goes on—physiologically, culturally, socially—when we engage in them? And what can we learn if we examine the two practices together, as fundamental parts of how humans explore their world? This course will study how the interacting behaviors of walking and looking have been represented in word and image, from the Bible to Impressionist painters to Hollywood films. Our base texts will be *Wanderlust: A History of Walking* by Rebecca Solnit (2000) and *On Looking: A Walker's Guide to the Art of Observation* by Alexandra Horowitz (2013).

FYSB BC1421 CROSSING BORDERS: AMERICAS. 3.00 points.

This course cuts across the borders between North, South and Central America and the Caribbean, in a search for the ways in which literature illuminates different aspects of American identity. We see the Americas as active historical and aesthetic agents, acting and interacting with each other. We might even say that modernity, in the sense of freedom from tradition, first developed in the Americas; as a result, the literatures of the Americas are characterized by diversity and innovation from their beginning. We will devote particular attention to the roots of Modernism in North and South America at the end of the 19th century, and the development of modernism, post-modernism and post-colonialism in the 20th and early 21st centuries through the study of key novels, short stories, and poetry from North and South America and the Caribbean. By looking at these works in their historical, political and aesthetic contexts, we can grapple with the multiple formations of American identities. Though class discussions are in English, students are encouraged, to the greatest extent possible, to read the works in the original language. Latinx students are particularly welcome

FYSB BC1422 Art, AIDS, Activism. 3 points.

This seminar explores the varied ways artists responded to the AIDS crisis of the 1980s and 90s. As government indifference persisted and deaths soared, artists became radicalized and contemporary art became a vehicle for activism. We will follow different tactics in artwork responding to AIDS including the use of gay desire as a weapon and emblem of the fight for visibility. The work we will view, think about, discuss, and write about is political, often angry, and always tinged with loss. Because AIDS affected marginalized communities, whose histories are still being told, we will examine a range of artists and materials that includes but also moves beyond the gay white male perspective. We will spend time with videos by Juanita Mohammad, visual art by Kia LaBeija, Feliz Gonzalez-Torres, and David Wojnarowicz, plays by Reza Abdoh and Tony Kushner, and the writings of Audre Lorde, Essex Hemphill, and Sarah Schulman. The final project will be an academic/creative hybrid: students will develop and pitch their own activist artwork.

FYSB BC1460 Memory. 3 points.

Memory is arguably the most important faculty that we possess. Not surprisingly, memory has been a ubiquitous topic in poetry, science, fiction, and in the media. Ironically, memory's value is perhaps best understood when it ceases to exist. Indeed, it isn't hard to imagine the devastation that comes with memory loss. In this course, we will survey various components of memory, including its role in writing and history, and its existence in various non-human populations. In addition, we will explore the fragility of memory, including distortions, unusual memories, and basic forgetting. Readings will include poems, theoretical essays, scientific articles, and fiction. Assignments will consist of essays, opinion pieces, and creative stories. Students will also participate in a final in-class debate. Readings will include works from William Blake, James Joyce, Mary Elizabeth Coleridge, Emily Dickinson, Ben Jonson, Mary Carruthers, Francis Yates, Aristotle, William James, Elizabeth Loftus, Spinoza, Luria, J.L. Borges, S. Freud, Oliver Sacks, Truman Capote

FYSB BC1465 On Dreams and Nightmares. 3 points.

In the dead of night it is not uncommon for even the most socially staid of individuals to fly, to ride an elephant at breakneck speed, to visit with the dead, or to expose themselves in public. Ancient Egyptians struggled to understand how and why we dream, as have countless individuals in other times and cultures. Some thinkers, ancient and modern, have dismissed dreams as essentially meaningless byproducts of natural processes. Others have taken dreams seriously as a primary means of access to an ordinarily imperceptible world in which one can commune with spirits and deities and receive from them valuable information about future events or even one's own health. The implications of this belief have led to vigorous theological debates as to whose dreams may be trusted (and, alternatively, whose need to be actively suppressed). From Freud onward, many have felt that dreams offer the key not to other worlds but to the complicated realm of the psyche. Over the course of our semester we'll look at how scientists, philosophers, hypochondriacs, pious pagans and monotheists, opium addicts, psychologists, playwrights, novelists, artists, and film directors have understood dreams and been inspired by them. Authors whose works we'll read include Aristotle, Cicero, Chung Tzu, Freud, Carl Jung, Andre Breton, H.P. Lovecraft, Jorge Borges, Ursula Le Guin, Neil Gaimon, and many others. Special attention will likewise be paid to 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 long-term 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.

FYSB BC1469 LIBERATION. 3.00 points.

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 BC1474 Think Like A Scientist: From Plato to Hawking. 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 BC1583 CARIBBEAN DIASPORA LITERATURE IN NEW YORK. 3 points.

Historically, Caribbean cultures have been profoundly affected and shaped by the massive displacement and migration of their populations. In this course, we will examine how this condition of displacement is articulated in the writings of the Caribbean diaspora and how these literary representations of mobility, migration, and intercultural contact reflect current globalizing processes and discourses. Texts will be drawn from the Francophone, Anglophone, and Hispanic Caribbean diaspora. These include the novel *The Mimic Men* by the recent Nobel-Prize-winning Trinidadian writer V.S. Naipaul; the novel *Lucy* by the Antiguan writer Jamaica Kincaid; and short stories by Junot Díaz and Edwidge Danticat, writers of Dominican and Haitian descent respectively, the latter a Barnard graduate. These readings will be complemented by essays from critics such as Édouard Glissant, Stuart Hall, and James Clifford.

FYSB 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.

FYSB BC1598 Building Utopia. 3.00 points.

Building Utopia explores the rich tradition of utopian thinking across literature, social philosophy, architecture, and the visual arts. Here, utopia is examined in its modern form: as a call to transform the world through human planning and ingenuity. Aside from a vital excursion on Thomas More’s pivotal novel *Utopia* (1516), the course focuses on nineteenth- and twentieth-century thinkers whose often wild and idealistic imaginings profoundly affected the shape of the real world. Students will delve into the works of Marie Howland, 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

FYSB 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.

FYSB BC1707 CONFESSION. 3.00 points.**FYSB BC1709 Drama, Theatre, and Art. 3.00 points.**

Drama, Theatre, and Art will consider the ways in which the performing arts and the visual arts help change the ways we see art and life. Beginning with reimagined classics and Shakespeare’s plays, we will move to the 18th-21st centuries and note how views of individual agency, social justice, and collective responsibility have changed over time. We will also ask what the performing arts and visual arts of the past have to say about issues confronted in the arts of the present. This will help us to understand how evolving aesthetic movements such as realism, impressionism, and modernism promote and critique our cultural perspectives and our social values. Plays include Sarah Ruhl’s *Eurydice*, Shakespeare’s *Romeo and Juliet*, Timberlake Wertenbaker’s *Our Country’s Good*, Lynn Riggs’ *Sump’n Like Wings*, Alice Childress’ *Trouble in Mind*, Anton Chekhov’s *The Seagull*, Thornton Wilder’s *Our Town*, Lorraine Hansberry’s *A Raisin in the Sun*, Yasmina Reza’s *Art*; novels include Virginia Woolf’s *To the Lighthouse*; musicals include Stephen Sondheim’s *Sunday in the Park with George*. We will attend NYC productions, both on and off-Broadway. Art from the Metropolitan Museum, The Museum of Modern Art, and other sites will promote student engagement, visual and verbal interactions, and cross disciplinary conversations

FYSB BC1713 THINGS AND STUFF. 3.00 points.

How do our material choices shape our cultural and individual narratives? 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 BC1715 Artful Adaptations. 3.00 points.

Can the violent fantasies of a fairytale shape romantic comedy? Can dance tell the same story as classical tragedy? What does Bollywood have to do with Renaissance England? Can ancient mythology animate American slave narrative? As biologists ask why does life appear in such a dazzling array of forms, this class asks why do certain stories get told and retold in such a dazzling array of varieties? Using as possible textual anchors *Snow White*, *Medea*, and *Romeo and Juliet*, this course will explore poems, short stories, plays, novels, paintings, films, musicals, dance, illustration, advertisement, song, memes, and other cultural objects to consider the accretion of meaning that results when stories cross, historical, cultural, and generic borders

Spring 2025: FYSB BC1715

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1715	001/00382	T Th 4:10pm - 5:25pm 407 Barnard Hall	Monica Cohen	3.00	16/16

FYSB BC1722 WRITING AMERICAN LIVES. 3.00 points.

This interdisciplinary course explores the problem of representing American experience, one's own or someone else's, in the context of a nation-state's fraught history of self-fashioning. What motivates a person to tell his or her life story, or to investigate someone else's, and how are these stories bound by both authors and readers to narratives of citizenship, belonging, and/or exclusion? What motivates a writer to share what she shares, and what motivates an audience to demand what it demands from her? What claims about the exemplary or excessive qualities of the life story are made, or are emulated, by the life story's readers? In addition to critical consideration of biography and memoir in traditional media, your work in this class will include examinations of the fake memoir and the digital overshare; you will also be invited to curate a branded footprint of your own, using tools of new media

FYSB BC1724 Postcolonial Comics. 3 points.

In postcolonial studies, we look at the history, politics, and culture of countries that were once colonized. In literature, this work is done through careful close-reading and paying attention to how the struggle for independence is represented in literary texts, both on an individual and collective level. In this course, we will push the boundaries of the discipline of postcolonial studies and use its methodologies to read about locations and peoples that weren't formerly (or formally) colonized (for example, Ancient Greece, New Orleans during Hurricane Katrina, 20th century Iran, and female Jewish immigrants in New York city circa 1910). We'll also investigate why graphic novels present an appropriate medium for studying postcolonialisms.

FYSB BC1725 MYSTICS: MEDIEVAL AND MODERN. 3.00 points.

This course will compare and contrast medieval and modern mysticism, or aspirations toward the sublime. Through careful examination of literature, art, and music, we will explore how peoples from distinct cultures and time periods engaged in various rhetorical strategies to express their union with God. We will discuss how mystics of all stripes, from Hildegard of Bingen, a twelfth-century German nun, and Rebecca Cox Jackson, a formerly enslaved person in antebellum Philadelphia, to Kazimir Malevich, the founder of Soviet Suprematism, enlisted the written word, bodily gesture, vocalized song, and painted form in their attempts to convey the transcendent. Museum visits are required

FYSB BC1727 Periodic Tales of the Elements. 3 points.

What is the "cosmic history" of the atoms that compose our bodies and the world around us? How do these elements come together to make us us during life's fleeting journey? What becomes of our atoms after we die? In happy coincidence, 2019 is the 150th anniversary of Dimitri Mendeleev's publication of an organized chart of the chemical elements, as well as the year of Walt Whitman's 200th birthday. We will celebrate the Periodic Table with Mendeleev as one of humanity's great intellectual achievements and sing elemental songs with Whitman on scales minute and enormous, instantaneous and eternal. Readings to include Whitman's "Song of Myself," Primo Levi's The Periodic Table, Oliver Sacks's Uncle Tungsten, and a selection of Shakespeare's Sonnets.

FYSB BC1729 AMERICA'S SOCIAL DIVIDES. 3.00 points.

This first year seminar explores some of the central cleavages dividing American society today, along such lines as social class, region, race, and political ideology. We will focus how social divisions are constituted, experienced, questioned, and bridged. Most of the assigned material will be based on primary research in the social sciences, along with a small number of documentaries, novels, and/or memoirs. Assigned books may include Arlie Hochschild, Strangers in their Own Land; Eric Klinenberg, Palaces for the People; Barbara Ransby, Making All Black Lives Matter; Rachel Sherman, Uneasy Street: The Anxieties of Affluence; and Jeffrey M. Berry and Sarah Sobieraj, The Outrage Industry: Political Opinion Media and the New Incivility

FYSB BC1730 THINKING THE ECOLOGICAL CRISIS: A LATIN AMERICAN PERSPECTIVE. 3 points.

What is the origin of the notion of "natural resource"? What is the connection between past and present colonialism and the current ecological crisis in Latin America? And, what is the relation between cultural diversity and a sustainable economy? In this seminar, we will explore these questions (and more) by looking at the history of Latin America through primary and secondary texts, including Latin American Literary, philosophical, aesthetic, legal, political, and economic texts. We will read both canonical and non-canonical writings from the colonial and modern periods as well as indigenous literature. The course will place this tradition in dialogue with the most recent developments of eco-feminism, materialist ontologies, discussions of environmental justice, "deep ecology," and the rights of non-human nature. Readings will be selected from Domingo Sarmiento, Jose de Acosta, Andres Bello, Domitila Barrios, Ivonne Guevara, Enrique Leff, Luis Sepulveda, Donna Haraway, Jason Moore, McKenzie Wark, Timothy Morton, Naomi Klein, and John Clark. Throughout the course, we will consider how indigenous ideals of solidarity, reciprocity, and emancipation offer an alternative to strategies of domination.

FYSB BC1731 From Epic Hero To Superhero. 3.00 points.

The enormous box office success of recent moves like Avengers: Endgame, Wonder Woman and the Batman franchise attests to our present societal fascination with heroes. Yet this fascination is a millennia-old phenomena. Gilgamesh, one of the oldest surviving literary works in the world, tells the story of a great hero and his accomplishments. What accounts for the enduring appeal of heroes throughout history, across cultures and in different forms of media? What connects ancient epic heroes like Gilgamesh to modern superheroes like Batman? This seminar will seek answers to these questions by comparatively studying a range of artistic texts depicting heroes. Course readings will include Gilgamesh, Beowulf, Gladiator, The Dark Knight Returns, as well as studies by Marco Arnaudo, Joseph Campbell and Grant Morrison, among others

FYSB BC1732 FEMINISM # POLITICS OF ANGER (WKSHOP). 4.00 points.

Of late, much attention has been given to the political role of feminist anger. However, not all feminist anger is received or interpreted in the same way; not all women have had the same freedom to express or represent anger. This course asks us to think critically about expressions and perceptions of anger. How do race, sexuality, gender identity, class, and ethnicity shape who is perceived as “angry” and whose anger is taken seriously? What other affects circulate and interact with anger: from rage and irritation to wonder and joy? We’ll begin with the figure of the “feminist killjoy,” as theorized by Sara Ahmed and will consider texts by authors including Audre Lorde, Adrienne Rich, June Jordan, Susan Stryker, and Nella Larsen, alongside manifestos, comics, film, visual art, and zines. NOTE: This 4-credit version of First-Year Seminar (FYS)—FYS “Workshop”—is specially designed for students who believe they would benefit from extra support with their critical reading and academic writing skills. In addition to regular seminar meetings twice per week, students are also required to participate in six ‘writing labs’ over the course of the semester. The writing labs for this section will take place on the following Fridays, 11:40 am-12:55 pm: 1/31, 2/14, 2/28, 3/6, 3/27, and 4/3

FYSB BC1733 Women # Comedy. 3.00 points.

“What a language it is, the laughter of women, high-flying and subversive. Long before law and scripture we heard the laughter, we understood freedom.” -Lisel Mueller “I’m not funny, what I am is brave.” - Lucille Ball This course focuses on the intersection between comedy and gender, race, class and sexuality. We will explore laughter as a subversive act and how the identity of a “funny woman” can be both dangerous and liberating. As Margo Jefferson writes, “Given the history of social restriction and sexual regulation, how many women have been in a position to – or been willing to – take these risks?” We will explore how the tools of comedy can be used to make mischief, to transgress the bounds of genre and form and to contest popular ideas about difference and power. How can humor be illuminating? How can humor be feminist? How can humor be intersectional? How can humor help us tell the hard truths? Can we laugh at oppression without laughing it off? At every step, we will put our inquiry into action – trying our hand at satire, sketch and storytelling to explore our own intersections. Readings may include Audre Lorde’s *Sister Outsider*, Samantha Chanse’s *Lydia’s Funeral Video* and Patricia Lockwood’s *Motherland Fatherland Homelandsexuals*

FYSB BC1734 CULTURE, IDENTITY, & THE SELF. 3 points.

In this First Year Seminar, we explore how people discover themselves and others in the frameworks of different cultures and times. Our focus is on the idea of the self (who are you?) and the other (who are you not?), and we investigate these concepts as they appear in six great books from Western and Non-Western sources. The texts include: *The Epic of Gilgamesh*, *The Aeneid*, *The Golden Legend*, *Austin’s Emma*, *Satrapis’s Persepolis*, and *Woolf’s A Room of One’s Own*. Additionally, we will contrast these with their movie versions and a visit to a museum. Students in this class will develop key fundamental skills, such as active reading and analysis, how to write in different rhetorical modes, and how to verbalize and present ideas effectively.

FYSB BC1735 IS GOD DEAD?. 3 points.

Friedrich Nietzsche’s 1882 pronouncement that “God is dead” is one of the most notorious and widely-referenced criticisms of the relationship between Theology and Modernity in contemporary thought. But what does it mean to say “God is dead,” in fact? What was Nietzsche talking about? How might this statement be “true”? How might it be inaccurate? In this class, we will use Nietzsche’s statement as a jumping-off point to begin thinking about how modern ideas about the continuities and distinctions between religion and politics developed between the 16th to the 20th centuries in such a way that to say “God is dead” became a meaningful summation of Modernity. In addition to Nietzsche, we will read classical and critical works of political theology from a diverse array of authors such as Jean Bodin, Thomas Hobbes, Benedict de Spinoza, Beatriz Kampa Vita, Carl Schmitt, Max Weber, Zora Neale Hurston, W.E.B. DuBois, and Simone Weil to answer for questions: What does it mean to talk about God? Is God dead? If so, when and how did God die? And if God is not dead, how has God been kept alive – and where can this figure be found today?

FYSB BC1736 TECH & SOCIETY: GOOD, BAD & OTHER. 3 points.

Computing and information technology has improved our lives in many ways, contributing to significant advances in science and medicine; making it easy and efficient to communicate with people across the world; and enabling online business and recreational activities; and more. However, the same technologies can also have negative impacts, such as the move to a surveillance society and surveillance capitalism; major disruptions in the workforce of the future as automation becomes more widespread; and social media contributing to depression in young people and the weaponization of disinformation. This seminar will explore technical, cultural, legal, and economic factors that can impact how computing technology is used, while raising the question of how to encourage and ensure that these technologies are used for good, while eliminating or mitigating the potential negative impacts.

FYSB BC1737 SURVEILLANCE, CONTAGION, AND CARE. 3 points.

Very recent events have forced local, regional, and international communities to once again confront contagion as a globally shared event. This seminar examines some of the historical and contemporary expressions of contagion as moral and ethical experience. We will interrogate the surveillance systems that are utilized by modern governments and economies not only as public health goods and private sector assets, but also legacies of conquest, colonialism, and capitalism. Finally, we explore the role of care within these systems, its inherent power dynamics, and the politics of vulnerability. Texts include (and are not limited to) Katherine Anne Porter’s *Pale Horse, Pale Fire*; excerpts from Camus, Galeano, Sontag, Foucault; historical and sociological accounts of tuberculosis; anthropological and ethnographic accounts of the global HIV epidemic; feminist philosophers on the politics of care and the sciences (e.g., Sandra Laugier, Annelaerie Mol); and written and audio journalism topical to these accounts.

FYSB BC1738 Activism, Performance, Social Movements. 3.00 points.

This seminar examines how activism shapes the political process through performance, and how social movements often spread by theatrical means. We start our exploration with the notion of "the publics" as introduced by the twentieth-century German philosopher Jürgen Habermas and then expand our view of this concept to the contemporary political setting. We look at both how elected representatives use theatrical tropes to shape their public personas, and also how popular protests stage large-scale public interventions. How might performance as a series of citational strategies allow us to think about the political process? How do we assess the success or failure of a tactic in a social movement? We will draw heavily on the works of feminist scholars like bell hooks, Judith Butler, Kimberle Crenshaw, and Peggy Phelan, to discuss movements such as ACT UP, Occupy Wall Street, Black Lives Matter, #MeToo. Equally, we will look at histories of student activism such as the 1968 Morningside Park gym construction, campus anti-apartheid actions, Carry That Weight at Columbia and Barnard, and Friday School Climate Strike and March for our Lives. Students reflect on their own histories or experiences with activism, as personal involvement and/or politics of the places they come from. Through the semester students are exposed to various techniques of protest performance including zines, podcasts, art campaigns and poetry circles. Based on shared interests and affinities, students work in groups to class devise activist performances as a final project

FYSB BC1739 Dead and Undead (Wkshop). 4.00 points.

What does it mean to be dead? Why the fascination—across time and culture—with conceiving of ways in which the dead can become un-dead? And how is being undead different from being alive? To investigate and trouble the boundaries between life and death (and un-death), we will analyze works from various genres and media, discussing near-death experiences, beating-heart cadavers, and a range of figures including zombies, ghosts, and other revenants. Objects of study include texts by Zora Neale Hurston, Ovid, Montaigne, Shakespeare, Edgar Allan Poe, Nalo Hopkinson, and Mary Shelley; music by Camille Saint-Saëns; artwork by Hans Holbein and Breughel; television and film (Buffy the Vampire Slayer and Tim Burton's Frankenweenie); and more. NOTE: This 4-credit version of First-Year Seminar (FYS)—FYS "Workshop"—is specially designed for students who believe they would benefit from extra support with their critical reading and academic writing skills. In addition to regular seminar meetings twice per week, students are assigned a Writing Fellow who they meet with for one hour every other week. APPLICATION REQUIRED BY THURSDAY, 11/7 @ 5PM: <https://forms.gle/FNjftqoHRSQTQUSW9>

Spring 2025: FYSB BC1739

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1739	001/00405	M W 2:40pm - 3:55pm 912 Milstein Center	Penelope Usher	4.00	15/14

FYSB BC1740 Approaching Trauma. 3.00 points.

Trauma today is evoked in a variety of contexts. But what precisely are we referring to when we use this term? Drawing on psychoanalytic and anthropological approaches, our seminar will interrogate the politics of diagnosing, treating and healing from disturbing past events. We will watch films and read case histories of hysteria, studies of infants, and attempts to integrate mind, brain and body. The course will also examine the rise of PTSD, attend to questions of intergenerational transmission, and learn about responses to national and racial trauma. Featured authors include Sigmund Freud, Beatrice Beebe, Allan Young, Marilyn Ivy and Resmaa Menakem

FYSB BC1741 Science and Society on Screen. 3 points.

When we turn on TV and go to the movies we are typically looking to be entertained. When it comes to science on screen is the purpose for entertainment or education? How do science-related movies and TV reflect but also impact society? Can movies and TV be used to discuss the complex intersection between science and society and how are they received by the public? To discuss these questions and more, we will analyze texts, including *Silent Spring* and *Demon Haunted World* and visual media such as *Hidden Figures*, *The Twilight Zone*, and *Erin Brokovich*.

FYSB BC1742 Journeys. 3.00 points.

The journey is a central motif in narrative writing dating back many thousands of years. The classical example of the journey comes from the experiences of Odysseus in Homer's *The Odyssey* but journeys also feature in the narratives of the Hebrew Bible as well as the Buddha. The idea of the journey as a transformative experience has remained relevant and, indeed, become so prevalent that it is arguably the foundation of modern popular culture. This class examines the idea of the journey (and travel in a wider sense) through five primary analytic frameworks. The course begins (framework #1) with the interplay between travel and wonder as epitomized in the classical Islamic literary tradition through the travel accounts of Battuta and the famous story of Sinbad. It then turns to Jonathan Swift's use of travel as a means for social satire in *Gulliver's Travels* (framework #2) before drawing on William James' psychological framework to consider the journey as a metaphor for conversion (framework #3) through the example of Malcolm X. The course then considers travel writing in the modern period as a performative or confessional act through representative examples from Kerouac, Didion, Krakauer, and Gilbert. This is followed by an engagement with Joseph Campbell's notion of the monomyth as embodied by the films *Star Wars: A New Hope* (1977) and *Spirited Away* (1991). The final reading in the course centers on Octavia Butler's *Kindred* which depicts a series of voyages through time that demand a reckoning or confrontation with the past

FYSB BC1743 Existentialism in Lit # Film. 3.00 points.

This seminar explores literary and cinematic depictions of themes in existential thought. The term "existentialism" was first coined to refer to German and French philosophy from (roughly) 1920 to 1950, but it also applies to writers of the previous century, especially Kierkegaard, Dostoevsky, and Nietzsche. Moreover, its central subjects — perennial matters of human concern such freedom, anxiety, alienation, faith, the meaning of life — can be found in fiction and cinema, from Kafka to Martin Scorsese. Authors will also include Camus, Sartre, and Beauvoir, and we will watch and discuss films directed by Carol Reed, Alain Resnais, Jean-Luc Godard, and Michelangelo Antonioni

FYSB BC1744 Here/There: Migrant Narratives. 3.00 points.

This first-year seminar brings together texts, films and contemporary art that focus on migrant, immigrant, refugee, expat and exile experiences. We will explore how migrant subjects negotiate dominant discourses of nationality and citizenship, and how their identities as migrants intersect with their other positionalities, with a particular emphasis on race, gender and queerness. Some questions we will consider: How are immigrant, migrant and refugees marginalized, racialized and queered by dominant discourses? How do immigrants, migrants and refugees negotiate belonging when they cross cultural, national, linguistic and religious borders? How do these authors, filmmakers and artists resist erasure and complicate our understanding of home, belonging and identity? Texts are subject to change but will likely include authors such as Gloria Anzaldúa, James Baldwin, Kazim Ali, Fatimah Asghar, Ocean Vuong, Karla Cornejo Villavicencio, Masha Gessen, Viet Thanh Nguyen, as well as selected films, documentaries, visual art and other media

Spring 2025: FYSB BC1744

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1744	001/00381	T Th 2:40pm - 3:55pm 404 Barnard Hall	Duygu Ula	3.00	14/16

FYSB BC1745 The Soul of the Nation?. 3.00 points.

One will hear from across the political spectrum references to an entity called the “soul of the nation.” But how to think about this mystified idea? This seminar explores the literary history of the idea of the soul in connection with the question of American identity. By way of interdisciplinary readings from theology, philosophy, and science in accord with readings in American prose and poetry, we come to see how the concept of the soul changes over time as scientific innovation leads culture to reassess what counts as reality. We learn to navigate the arc and contour of this literary history and sharpen our sensitivity to what’s at stake in contemporary uses of the soul’s idea, insofar as they inflect how we think about important questions as what should be valued about the nation and within our lives. Readings will include James Baldwin, St. Augustine, René Descartes, Ralph Waldo Emerson, Henry David Thoreau, Charles Darwin, Audre Lorde, and Antonio Damasio

FYSB BC1746 WOMEN OF COLOR IN SPECULATIVE LITERATURE. 3.00 points.

“The Future is Female” except in science fiction, where it still looks pretty white and male. What happens when women of color take on such tropes as space exploration, cybernetics, superpowers, and the end of the world? How can women of color change the way we not only think of the future, but think of the present as well? In this first-year seminar, we’ll look at how speculative literature approaches the intersections of race, gender, class, sexuality, technology, and environmental concerns. Readings will include work from such authors as Octavia Butler, Franny Choi, Sam Chanse, G Willow Wilson, and Tananarive Due with potential critical readings from Lisa Yaszek, Charlotte E Howell, and bell hooks

FYSB BC1747 Writing Caribbean Feminisms. 3.00 points.

This course offers an in-depth engagement with the Critical Caribbean Feminisms series, organized at Barnard College since 2015. These in-person conversations with contemporary Caribbean and Caribbean diaspora women authors and the accompanying podcast series center their experience with race, gender, diaspora, and writing. In this course we consider how the authors’ thoughts on the Caribbean, feminism, and their experience in the U.S. are represented and expanded upon in their writings through close readings of their novels, short stories, essays, and poems. The course culminates with each student proposing a Caribbean woman writer to add to the podcast series and suggesting how this writer’s voice resonates with and expands on the authors and themes studied throughout the course. Some of the authors we will read and discuss are Jamaica Kincaid, Audre Lorde, Claudia Rankine, Edwidge Danticat, and Roxane Gay, among many others

FYSB BC1748 Immortality, Death, # Meaning in Life. 3.00 points.

How are conceptions of the self tied to notions of temporality and mortality, life and the end of life? This seminar will take us on an exploration of various attitudes one can have towards the prospect of death, and what such attitudes might reflect about the meaning of life. We will address the coherence and desirability of immortality in both its literal and metaphorical senses. In what manner might one ‘live on’ through one’s creations? Does death render life meaningless, or does it give meaning to life? Works include readings by Tolstoy, Albert Camus, Virginia Woolf, as well as poetry, artwork, and plays

FYSB BC1749 Psychopolitics. 3.00 points.

What shapes our psychic lives today? How are histories of pain and possibility transmitted, ruptured, and transformed across generations? This class draws on anthropology, psychoanalysis, critical theories, literature, and poetry to explore the politics of the psyche. We will read writings by bell hooks, Frantz Fanon, Natalie Diaz, Ocean Vuong, Sigmund Freud, Michel Foucault, Gananath Obeyesekere, David Eng, Shinhee Han, and others. We begin with common encounters that inform and disrupt our lives, move to concepts of self and culture, explore how these are inflected by violent histories and extractive economies, and end with questions of what lives on

FYSB BC1750 Literature on Trial. 3.00 points.

Why are novels so interested in trials? What is the relationship between literary and legal interpretation, and between the role of a reader and that of a juror? How do we interpret “facts” in a literary text versus a legal context? What does justice look like in a literary work? In this course, we will read works that feature trials in order to explore the relationship between the literary and the legal, two very different ways of making sense of the world that collide in literature about trials. We will put literary characters on trial in order to explore how guilt, judgment, and redemption operate in the works we read, and to consider our own role and responsibility as readers. Readings will include works by James Baldwin, Fyodor Dostoevsky, Vladimir Nabokov, Claudia Rankine, and Marjane Satrapi

FYSB BC1751 Creativity and Inspiration. 3.00 points.

Where do creative ideas come from? The Muses, according to Plato. The unconscious, according to some later thinkers. One thing both answers share is the thought that creative ideas come from something “other than” or “not controlled by” the creator – or, as we’ll put it, that creativity requires inspiration. In this class, we will explore this and related ideas in Western thinking about creativity. In doing so, we’ll examine how creative people themselves, from painters to mathematicians, have described their own creative process and experiences. We’ll examine approaches to creativity from the Taoist tradition, comparing them with the Western approaches that will be our main focus. At the end of the class, we’ll think about whether computer programs can be creative, and what it might mean for claims about inspiration if they can be. Readings will include selections from Simone de Beauvoir, Margaret Boden, Chung-yuan Chang, bell hooks, Sigmund Freud, Immanuel Kant, Iris Murdoch, Martha Nussbaum, and others

FYSB BC1752 Dreamstories. 3.00 points.

The complex relationship between dreaming and narrative storytelling is as contemporary as it is ancient. In this first-year seminar, we will examine Greco-Roman, medieval, modern, and postmodern representations of dreaming in literature, philosophy and film - texts that range from classical epic (Homer, Virgil) through medieval allegory (Dante, Machaut) to psychoanalysis (Freud and his contemporaries), queer metafiction (Winterson, Sarduy, Lynch), and beyond. We will consider among other topics how dreams raise fundamental questions about being, memory, desire, interpretation, and Utopian politics. Students will practice critical writing and discussion, and also have the opportunity to engage their own dreams and fantasies both analytically and creatively

FYSB BC1753 Illusion. 3.00 points.

How do you know that what you see or sense is real? What if what you thought you knew about the world, other people, and yourself, was wrong? In this course we will look at the idea of illusion through several different discourses including philosophical, religious, scientific, political, and artistic. We will consider skeptical positions on the external world, consciousness and free will; we will look at debates about self-deception and political ideology. We will discuss fantasies and dreams, and consider whether being in love or being a child have illusory dimensions. And throughout we will consider works of art (especially film and photography), and will ask whether art itself is a kind of illusion. We will also consider normative and ethical questions: is it always bad to be under some illusion? Are individuals blameworthy when they are taken in by an illusion? Can illusions ever be helpful? Historical authors include: Plato, Vasubandhu, Sextus Empiricus, Descartes, Marx, Nietzsche, Freud, Baldwin, Butler. Films to be screened include: Imitation of Life and The Last Unicorn

FYSB BC1754 Border Stories (Wkshop). 4.00 points.

The topic of this Seminar course takes an interdisciplinary approach to thinking about, and traversing, the constructs of the border. The U.S.- Mexico border delimits more than nations; it is both a political and a social geography, marked by bodies of water, mountains, walls, ideologies, repression, and resistance. The crisis currently taking place at the border is an unfolding story with many narrators. We will study literary texts: fiction, poetry, and memoir written by those who know the border, and borderlands, intimately. We will also engage histories, social movement doctrine, and media coverage to mine the stories they tell. NOTE: This 4-credit version of First-Year Seminar (FYS)—FYS “Workshop”—is specially designed for students who believe they would benefit from extra support with their critical reading and academic writing skills. In addition to regular seminar meetings twice per week, students are assigned a Writing Fellow who they meet with for one hour every other week. APPLICATION REQUIRED BY THURSDAY, 11/7 @ 5PM: <https://forms.gle/FNjftqoHRSQTQUSW9>

Spring 2025: FYSB BC1754

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1754	001/00384	T Th 4:10pm - 5:25pm 308 Diana Center	Francesca Austin Ochoa	4.00	14/14

FYSB BC1755 Race, Science, # Reproductive Justice. 3.00 points.

This course is about reproduction—a biological and social process that is often the target of deep-seated ideas about identity, nation, culture, and definitions of life. With an emphasis on intersectional approaches to reproductive justice, we’ll read a variety of literary works, journalism, films and television shows, public health studies, and policy/legal texts, all of which differently narrate, debate, script, and theorize about reproduction. Questions we will explore include: what stories do we tell about reproduction? What role have innovations in reproductive technologies played in this process, from contraceptive uses of medicinal plants, to in-vitro fertilization and so-called “DIY” abortions, to population and development projects all over the world? How do long histories of obstetric violence inform modern definitions of reproductive health, rights, and justice? What kind of world does an intersectional and inclusive reproductive justice movement urge us to create? Please note that some of the material for this course includes references to or descriptions of obstetric violence

Spring 2025: FYSB BC1755

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1755	001/00380	T Th 1:10pm - 2:25pm 404 Barnard Hall	Cecelia Lie-Spahn	3.00	15/16

FYSB BC1756 Reading Dance. 3.00 points.

Dance as action takes place in a variety of places and by organisms, and is represented in literature, film, the proscenium stage in just as many ways as there are forms of dance. Reading Dance will explore how authors employ movement to enrich narrative, reflect the human condition, view class and gender, experience how choreographers use text to support a silent form of communication and consider choreography itself text. Primary sources will include Shakespeare, Jane Austen, Ntozake Shange, T.S. Eliot, Zadie Smith, Martha Graham, Michael Jackson, and Brian Friel

FYSB BC1757 Change and Climate Change. 3.00 points.

Change and Climate Change explores how we spark, facilitate, and accelerate change - or block, impede, and slow it - on the individual, social, and planetary levels. In the context of the climate emergency and the vast global social and environmental changes it both brings and demands, this course asks: what is change, and how do we do it? Students will identify and characterize different change processes, and analyze strategies for adapting to, mitigating, accelerating, or shaping change. Readings and projects will explore activism, education, research, storytelling, and performances by scientists, artists, indigenous leaders, and activists including Paul Hawken, Ruth DeFries, Janine Benyus, Cynthia Li, Atul Gawande, Octavia Butler, Adrienne Maree Brown, Rosi Braidotti, Ian Hodder, Robin Wall Kimmerer, Elizabeth Kolbert, Naomi Klein, and Suzan-Lori Parks. Student projects will explore how natural and human systems shape and experience change and apply those lessons to the current climate challenge

FYSB BC1758 The Secret Life of Stuff. 3.00 points.

"It has a mind of its own," we shriek as the TV channels change without our input or the garage door opens when no one is home. Things can spark joy, grant authority, lead to our demise, and reveal our deepest secrets. They mediate social relationships, define political alliances, and provide economic opportunities. Sometimes it is not the presence of things but their absence – a misplaced phone, an expired passport, a childhood home – that more keenly shapes our reality. While people make objects, objects also make people. This class will investigate the secret life of stuff, from maps to cups and buildings to body parts, to explore how inanimate objects can be seen to have an agency and power of their own. Our discussions will draw on a wide array of authors from a variety of fields, including Bill Brown, Martin Heidigger, Anni Albers, Neel Ahuja, Katherine Ott, Bruno Latour, Donna Haraway, and Anna Tsing. To accompany these texts, we will also turn to other, less traditional sources of information, from podcasts to museum exhibits and our own personal histories with things

Spring 2025: FYSB BC1758

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1758	001/00376	T Th 11:40am - 12:55pm 119 Milstein Center	Camilla Sturm	3.00	16/16

FYSB BC1759 Political Fare: Food # Freedom - Philosophies and Fictions of Food and Freedom. 3.00 points.

In *Wretched of the Earth* (1961), Franz Fanon famously writes that to "hunger with dignity is preferable to bread eaten in slavery." Taking this provocation as our starting point, this course will chart the function of food and hunger in philosophical and political conceptions of freedom. From Jonathan Swift's "A Modest Proposal" (1729) to the political-promise-turned-fiction of 40 acres and a mule following the U.S. Civil War, we will also examine the legal, historical, and literary representations of food at the heart (and belly) of the human story. Core texts will include Hannah Arendt's *On Revolution* (1963), Andrea Stuart's *Sugar in the Blood: A Family's Story of Slavery and Empire* (2016), Paul Beatty's *The Sellout* (2015), Vandana Shiva's *Manifestoes on the Future of Food and Seed* (2007), Bong Joon-ho's *Okja* (2017), and Andreas Johnsen's *Bugs* (2016). Along the way, we will investigate how the shifting conception of the human as a political and ecological concept is defined in relation to hunger, farming, and animal rights

FYSB BC1760 Storytelling. 3.00 points.

Why do we tell stories? Why do we feel a need to relate the things that happen to us? Why do writers and artists make things up? In this section of First-Year Seminar, we will explore these questions as well as others connected to the fundamental practice of storytelling. We will read and discuss short stories, novels, and memoirs that reflect on or call into question the narrator's reasons for telling the story. We will also consider essays by literary critics, psychologists, and scientists on the human impulse to narrate. Literary texts may include works by Henry James, Franz Kafka, Jorge Luis Borges, Shirley Jackson, Haruki Murakami, and Carmen Maria Machado. Critical and theoretical texts may include works by Sigmund Freud, James Baldwin, and Joan Didion

Spring 2025: FYSB BC1760

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1760	001/00261	M W 1:10pm - 2:25pm 403 Barnard Hall	Michael Shelichach	3.00	16/16
FYSB 1760	002/00313	M W 4:10pm - 5:25pm 403 Barnard Hall	Michael Shelichach	3.00	16/16

FYSB BC1761 American Utopias. 3.00 points.

Can the idea of an imaginary island think us out of the world we know? To what degree are all attempts at world-building doomed to repetition? Can Utopia be separated from its colonial roots? Beatriz Pastor Bodmer has defined utopia as "movement, transformation, incessant change" against the grain of history. We will read and rethink Utopia about and from the Americas. Authors include Sor Juana Inés de la Cruz, Edward Bellamy, Luisa Capetillo, W. E. B. Du Bois, Magda Portal, Octavia Butler, and Emily St. John Mandel

FYSB BC1762 Poetry, Identity, Word Sorcery. 3.00 points.

Poetry is a very complicated series of words found in perpetually dust-covered books written by white men who died a half of century before you were born. Or is it? Poetry is archaic. Poetry is academic. Poetry is hard. Or in the words of Ntosake Shange, it's "razzamatazz hocus pocus zippity-do-dah." The magic of poetry is not in its mystery, but in its ability to connect with people, and to connect people with people, even across space and time. In this class we will explore how poetry speaks to identity, speaks to history, and speaks intersections of race, gender, sexuality, tragedy, triumph, and trauma. We will read poetry – mostly contemporary poets, mostly female-identified poets, mostly poets of color, and mostly poets from the margins – read theories on poetry, and maybe try our hand at a little poetry writing. Readings will include such authors as Tina Chang, Yolanda Wisher, Jillian Weise, Vanessa Angélica Villarreal, Tracie Morris, Audre Lorde, Laylia Long Soldier, and the word sorceress herself Sonia Sanchez

FYSB BC1763 Writing and the Environment. 3.00 points.

Beginning with the Popol Vuh, the Mayan myth of creation, which records the first moment of contact with the Spanish conquistadors about 1555, we will explore American nature writing up to the present. Description and interpretation of nature has shaped artistic representation from the very beginning of human history. We will look at indigenous narratives, at activist texts, and at writing and images from the Americas in relation to selected European works, moving from Crèvecoeur’s “Letters from an American Farmer” (1765) to excerpts from Wordsworth’s “Prelude” in England (1798), which in turn influenced Emerson’s essay “Nature” (1836) and Thoreau’s writing in Walden and “Civil Disobedience” (1851). Twentieth century works include selections from John Steinbeck’s The Grapes of Wrath (1939); Rachel Carson’s “Silent Spring” (1962); and John McPhee’s “Encounters with the Archdruid” (1971). Painting, photography and films will be included, with images from the Hudson River School, photographs of National Parks, and contemporary environmental films. An essential element is the study of activist organizations alongside international collaborations (COP27), the UN Sustainable Development Goals, and issues of environmental justice. Finally, we will both write and analyze contemporary environmental journalism, including Bill McKibben’s “The End of Nature” and Liz Kolbert’s The Sixth Extinction

FYSB BC1764 On Friendships Between Women. 3.00 points.

How do we reflect on the intimacies of friendship, and what might be particular to such intimacies between women? What makes a friendship good or bad? What tensions or correspondences might we trace between friendship and adjacent categories of relationality —‘frenemies,’ sisterhood, lovers? In this course, we will apply close analytical examinations of literary and cultural texts in order to theorize the various shapes friendship may take. Throughout the semester, we will question how the friendships we encounter are situated within and/or against a variety of cultural and socioeconomic contexts. In doing so, we will explore friendship’s conceptual role in narratives of emotional development, education and intellectual life, work, community, and domesticity. Literary and theoretical texts may include works by Jane Austen, Toni Morrison, Kamila Shamsie, Kali Fajardo-Anstine, Jean Chen Ho, bell hooks, Virginia Woolf, Anahit Behrooz, Roxane Gay, Audre Lorde, and Adrienne Rich. Selections from film and television may include the tv dramatization of Elena Ferrante’s My Brilliant Friend and Keira Knightley’s portrayal of Georgiana Cavendish in The Duchess, among others. In discussions and writing assignments both formal and creative, we will consider how the (un)friendly relationships represented in these texts shift, break, and thrive given the conditions under which they are conducted

Spring 2025: FYSB BC1764

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1764	001/00396	T Th 4:10pm - 5:25pm 404 Barnard Hall	Elizabeth Weybright	3.00	15/16

FYSB BC1765 The Ethics of Identity. 3.00 points.

This course will explore evolving understandings of three central aspects of identity - gender, race, and disability - by focusing on their impact on contemporary ethical issues. Should pregnant people be categorized as a 'vulnerable' population in medical research, for instance, and how can race and/or disability status be factored into these discussions in ways that support rather than erase marginalized groups? Is trans-phobia the reason people were so dismissive of Rachel Dolezal's claim to be Black, or is there a difference between gender and race that makes someone's claim to be transgendered quite different from Dolezal's claim to be transracial? If we could eliminate disabilities in the womb, should we, or is that just another form of objectionable eugenics? To address these sorts of questions, we'll need to talk about different views of what gender, race, and disability are, as well as what people's experiences of how these identities intersect tells us about power, prejudice, and pride. Readings will include selections from Simone deBeauvoir's The Second Sex, Cathy Park Hong's Minor Feelings: an Asian-American Reckoning, Kwame Anthony Appiah's Color Conscious: The Political Morality of Race, the edited collection What is Race?: Four Philosophical Views, Elizabeth Barnes's The Minority Body: A Theory of Disability, and Eva Kittay's Learning from My Daughter: The Value and Care of Disabled Minds

FYSB BC1766 American Exceptionalism. 3.00 points.

In this course we probe the ideology of American "exceptionalism." We treat the literary history of this idea as a transtemporal conversation involving its founding architects, ardent critics, and experimental reformers, concerned with the question of what should be valued on the American continents and within American experience. We become cartographers of this conversation and interlocutors within it, as we explore how habits of conceiving truth, power, and the relationship of human beings to the natural world have controlled what counts as exceptional and what ordinary. Where should we direct our awe? Readings will include James Baldwin, Ralph Waldo Emerson, bell hooks, Robin Wall Kimmerer, Audre Lorde, Henry David Thoreau and William Carlos Williams

Spring 2025: FYSB BC1766

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1766	001/00266	M W 2:40pm - 3:55pm 308 Diana Center	Kristi-Lynn Cassaro	3.00	15/16

FYSB BC1767 The End of the World. 3.00 points.

According to the great philosopher Ludwig Wittgenstein, “The limits of my language mean the limits of my world.” What, then, is the world? Is it an object? An interpretation? An inheritance? A point of view? Is the world a social and linguistic construct? If so, how many worlds are there? If Wittgenstein is right and every world ends at the limits of its language, then what lies beyond? What happens after the end? This course will consider these questions by investigating the end of the world in a variety of texts and contexts from the fourteenth century to the present: as a recurrent literary theme, religious fixation, philosophical conundrum, source of endless entertainment, and spring of existential anxiety. Contrary to what the phrase portends, we will find that there is no singular “end” of the world. Worlds end all the time. We therefore will approach the idea of the end as a question of ruins and remnants, an encounter with the void at the end of history, but also as a site of new beginnings, of futures we have yet to imagine—or can only imagine, if this means to glimpse what might be beyond the patterns of thought, belief, and action, the terms and conditions, the very language of the decaying world we inhabit. Authors, texts, and other materials will include fiction by Giovanni Boccaccio, Daniel Defoe, and Jeff VanderMeer; plays by Samuel Beckett; films including *Eternal Sunshine of the Spotless Mind*, *Aniara*, *Melancholia*, and *Manufactured Landscapes*; and studies in cultural anthropology, environmental humanities and radical ecologies

Spring 2025: FYSB BC1767

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1767	001/00375	T Th 10:10am - 11:25am 403 Barnard Hall	Nathan Gorelick	3.00	16/16
FYSB 1767	002/00408	T Th 11:40am - 12:55pm 403 Barnard Hall	Nathan Gorelick	3.00	13/16

FYSB BC1768 Gender Outlaws. 3.00 points.

This course explores literary and historical figures who challenge gender norms and contravene laws about gender and sexuality. We will encounter trans rogues, desiring women, ballroom queens, and feminist killjoys as we think through how these rules are enforced and resisted—both in the past and in our current moment. Cultural objects we may consider include literary works by Toni Morrison, Jordy Rosenberg, and Virginia Woolf; the documentary *Paris is Burning*; and art from *Against Our Vanishing*. We will bolster our understanding with historical and critical works by Judith Butler, Saidiya Hartman, Sara Ahmed, and more

FYSB BC1769 Tracing the Mystic. 3.00 points.

What does it mean to be a mystic?—to follow a mystical path? This course will explore questions posed by narratives gesturing at such a path. We will expand our purview to examine how artists, writers, and thinkers have employed mystical approaches in their respective creative processes, sometimes to a surprising degree. In addition, this course will invite personal reflection, storytelling, and creative work that re-envision the ways that our lives can be enriched when engaged in the process of tracing the mystic; i.e., viewing texts through a mystical lens. Our readings will unfold in a process of discovery and will likely include the works of William Blake, Nella Larsen, bell hooks, W.B. Yeats, Valorie D. Thomas, and others, alongside cinematic, musical, and astrological texts

FYSB BC1770 Anger. 3.00 points.

This course is a transcultural exploration of anger through significant works of contemporary literature, with a particular focus on situations inflected by gender, sexuality and race. Students will reflect on the representation and role of anger, what S. Ngai has called a dysphoric, “ugly” affect at the border between internal feeling and objective reality, affective consciousness and material political conditions, by reading a range of twentieth- and twenty-first-century novels, short stories and poetry, and by viewing films. Authors will include Sylvia Plath, Toni Morrison, Virginie Despentes, Elena Ferrante, Nawal El Saadawi and Tayeb Salih

FYSB BC1771 Freedom and Captivity. 3.00 points.

How has freedom been conceptualized and practiced across time and space? How have forms of captivity challenged and constrained pursuits of liberation? In this interdisciplinary first-year seminar, students will examine a broad range of texts, including activist manifestoes, audio podcasts, graphic novels, memoirs and letters, moving-image media, and works of political theory. We will study processes of industrial change, political revolution, and social upheaval, and we will analyze freedom and captivity from the vantage point of the colony and the liberated territory, the factory and the office, the home and the school, the farm and the prison, the dinner party and the moving train. We will consider works by the Attica Liberation Faction, Héctor Babenco, Simone de Beauvoir, Bong Joon-ho, Luis Buñuel, Aimé Césaire, the Combahee River Collective, Critical Resistance, Angela Davis, W. E. B. Du Bois, Michel Foucault, Antonio Gramsci, Rebecca Hall, George Jackson, Joy James, Robin D. G. Kelley, Laleh Khalili, Andreas Malm, Karl Marx, the New York City Black Panther 21, Kwame Nkrumah, Jacques Rancière, Joe Sacco, Ousmane Sembène, Baruch Spinoza, Sunaura Taylor, Ernest Wamba Dia Wamba, Lea Ypi, and others

FYSB BC1772 Transnational Feminism. 3.00 points.

What does it mean to be a feminist in a global context? In this course, we will examine the link between feminist activism and social policies from the eighteenth-century to the postMeToo era in several countries such as the UK, Iceland, Argentina, and France. How does activism influence law making and how do social policies influence feminism? How does activism differ from one country to another? What do these differences reveal about our own culture? We will focus on issues such as the history of women’s suffrage, the fight for political representation, access to child care and education, reproductive rights, bodily autonomy, parental leave policies, and gender-based violence. We will examine these matters through novels, scholarly works, newspaper articles, political pamphlets as well as comics and street art

Spring 2025: FYSB BC1772

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1772	001/00324	M W 5:40pm - 6:55pm 403 Barnard Hall	Elsa Stephan	3.00	14/16

FYSB BC1773 Vote Counting Counts. 3.00 points.

Elections have always had controversy. Campaign advice going back to Cicero has encouraged lies, bribes, and buttering up. And today there are more opportunities to vote than ever, be it for “American Idol” or New York State Governor. You know you can’t be counted if you don’t vote. In this class, the question is how will you—or should you, be counted when you do. How we count votes, from any type of ballot, reflects the goals of the process and impacts strategy for both candidates and voters. We consider counting options and their impacts, while executing an election of our own

FYSB BC1774 Queer Times. 3.00 points.

This first-year seminar brings together poems, fiction, films, contemporary art, and nonfiction (essays, op-eds and critical theory) that focus on expressions of queer identities across different historical moments and cultural contexts. We will explore how understandings of queerness have shifted across times and cultures, how queer subjects (now and in the past) have negotiated dominant discourses of sexuality and gender, and how narratives of queerness in our course texts intersect with other positionalities such as race, ethnicity, religion, and citizenship. Organized around three sections (queer pasts, queer presents and queer futures), the course will consider the following questions: How has queerness been articulated and defined at various points in the past, especially outside of Western Europe and North America, and how does this inform or change the way we view it today? What are some of the key preoccupations of queer writers and activists in our present day and how might we participate in their conversations? How do we envision queer futures, and how can queer imaginings of the future allow us to think critically about our presents today? Readings are subject to change but will likely include a selection from the following and more: fiction and poetry by Sappho, Emily Dickinson, Akwaeke Emezi, Irena Klepfisz, Alexis Pauline Gumbs; memoirs and essays by Carmen Maria Machado, Edefe Okporo, Kazim Ali; artwork by Zanele Muholi, Salman Toor and Nilbar Gures, films and documentaries on various course topics, as well as critical theory by Michel Foucault, Heather Love and others

FYSB BC1775 Impostors and Impersonators. 3.00 points.

In this class, we will look at the fascination and the fear we have about impostors who construct false identities and impersonators who take on the identity of someone else—from folk and fairy tales to popular shows like *Inventing Anna* and the *Tinder Swindler* to conversations about identity deception in deep fakes and ChatGPT. We will examine the stories of con artists, doppelgängers, catfishers, identity theft fraudsters and those with impostor syndrome to understand: How do we construct what is real and what is fake? How do we determine what is deceptive and what is authentic? We will also look at current advances in artificial intelligence and machine learning and interrogate legal rulings on identity deception to understand how we authenticate and determine the originality of the self. Texts may include *Fantomina* by Eliza Haywood, *Doppelganger* by Naomi Klein, *Passing* by Nella Larsen, and *The Fraud* by Zadie Smith. Visual media may include *Parasite*, *The Talented Mr. Ripley*, and *Kagemusha*

Spring 2025: FYSB BC1775

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1775	001/00253	M W 1:10pm - 2:25pm 404 Barnard Hall	Vrinda Condillac	3.00	15/16

FYSB BC1776 Cults. 3.00 points.

As a former member of one so-called cult said (and many others have repeated): "Nobody joins a cult." What, then, does this designation mean and how has it been used in the past? How has "cult" become a way to demarcate "good" and "bad" religion, to condemn communities and practices that defy established norms, and what are the consequences of the "cult" label for marginalized groups? In this First-Year Seminar, we will evaluate the history of the term "cult" and its varied uses in the US and elsewhere. We will consider a variety of groups that have been labeled "cults," as we ask how the members of such New Religious Movements (NRMs) responded to and revealed the fractures of modern economic, political, gender, racial, and social relations

Spring 2025: FYSB BC1776

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1776	001/00631	T Th 2:40pm - 3:55pm 227 Milbank Hall	Gale Kenny	3.00	16/16

FYSB BC1777 EMIGRE VOICES. 3.00 points.

The central goal of this course is to provide first-year students with an opportunity to learn from the émigré experience in literature, with attendant questions of nationality and identity coming to the foreground. For example: What happens to language and identity in immigration? To what degree can a "lost" home culture continue to affect its carriers in their new cultural matrix? To this end, readings have been chosen to form an overview of the last century of émigré literature written by authors from the former Russian Empire and the former Soviet Union, primarily from places located in present-day Russia and Ukraine. Students will choose an assigned work of their liking and write original explorations of their selected topics (to be chosen from a list or created in consultation with the instructor). Naturally, these authors are a varied group. They come from various places and generations and have varied overarching concerns, such as fractured identity, survival techniques that look unusual within their new cultures, and the necessity of conscious self-fashioning. While the central readings assigned for the course are works of literary fiction (some artworks and publications based on diaries will also be included), the instructor will provide the necessary historical and cultural context for each work during class meetings

Spring 2025: FYSB BC1777

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1777	001/00908	T Th 6:10pm - 7:25pm 406 Barnard Hall	John Wright	3.00	6/16

FYSB BC1778 Adultery: Realism and Desire. 3.00 points.

"Rising from the most basic human needs, marriage is essential to our most profound hopes and aspirations." So writes the United States Supreme Court in *Obergefell v. Hodges* (2015), finding in marriage the "keystone of our social order" – the means by which individual desire is stably fixed within the family unit and, thereby, linked to civility and law. This course studies a rich counter-tradition of film and literature interested in adultery. These works suggest ways in which human desire and identity exceed social bounds; they also examine ways in which private desire is not only limited but formed by social forces

FYSB BC1779 The Family. 3.00 points.

No matter our particular family histories or relationships, the family plays a central role in shaping each of our individual lives, and as an ideal the family form promises each of us a sphere of care and love. But how well does the family live up to this ideal in practice? And how might the family contribute to propping up social hierarchies along the lines of gender, race, and class? Might we imagine—and even desire—futures beyond the family? This course will consider critical engagements with the family form, spanning from Plato's early skepticism, to 19th-century socialist utopian visions of the commune, to the rich variety of analyses offered by feminists of the 20th and 21st century. At the end of the class, we'll consider what science/speculative fiction has to offer in its imagining of alternative possibilities for organizing care. Readings will include political writings, novels, and academic texts drawn from philosophy, sociology, critical race theory, and critical indigenous studies

Spring 2025: FYSB BC1779

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1779	001/00407	T Th 11:40am - 12:55pm 502 Diana Center	Caroline Bowman	3.00	15/16
FYSB 1779	002/00377	T Th 5:40pm - 6:55pm 403 Barnard Hall	Caroline Bowman	3.00	14/16

FYSB BC1780 Hidden in Plain Sight: Ideology and Self. 3.00 points.

How does culture create and codify beliefs and norms so that they appear natural and difficult to identify without close analysis? In this course, we will explore aspects of our society that are hidden in plain sight through the forces of ideology. We will study works that challenge us to look closely at the things we think we already know. We will probe the aspects of society which seem to be true, natural, and common sense, and learn to unpack them. In doing so, we will dive into pop cultural moments (such as brat summer and the like) and probe their power relations and identity formations which otherwise remain hidden. We will analyze music videos, songs, poems, short stories, as well as popular phrases. We will learn about structures of power through theories on race, gender, sexuality, identity, and culture itself. We will ask how we were given our genders, races, and other aspects of ourselves, and think critically about how that process works at both the granular and societal level. This course includes a field trip to Van Cortlandt Park wherein we will learn about how racial ideology is expressed through architecture and landscaping

Spring 2025: FYSB BC1780

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1780	001/00251	M W 10:10am - 11:25am 403 Barnard Hall	Samuel Davis	3.00	16/16

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. Examples of games played in First-Year Seminar Reacting classes include: 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. 3.00 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. Examples of games played in First-Year Seminar Reacting class include: 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

Spring 2025: FYSB BC1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FYSB 1601	001/00303	M W 2:40pm - 3:55pm 404 Barnard Hall	Kate Glasner	3.00	15/17
FYSB 1601	002/00383	T Th 4:10pm - 5:25pm 403 Barnard Hall	Jennifer Worth	3.00	16/16

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.

Placement Exams

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.

Advanced Placement

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.

Enrolling in Classes

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, MALLARME); and advanced language courses (FREN BC3006 COMPOSITION AND CONVERSATION-FREN BC3019 ADVANCED PHONETICS).

Study Abroad

In cooperation with Columbia College, the department offers a program at Reid Hall in Paris open to majors and non-majors. Visit the [Study Abroad website](#) for more information.

Co-Chairs

Anne Boyman (Senior Lecturer)
Peter Connor (Ann Whitney Olin Professor of French)

Professors

Peter Connor (Ann Whitney Olin Professor of French)
Caroline Weber

Senior Lecturers

Anne Boyman
Brian O'Keeffe
Laurie Postlewaite
Karen Santos Da Silva

Lecturers

Mélanie Heydari
Hadley Suter

Term Lecturers

Elsa Stéphan

Requirements for the Major

The student is expected to declare her option by the end of the junior year. Programs may include additional courses in French literature, culture, and language, or in other subjects which may 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. 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.

Ten (10) courses, a minimum of 31 credits, are required for the major:

FREN BC3021	MAJOR FRENCH TEXTS I (or the equivalent)
FREN BC3022	MAJOR FRENCH TEXTS II (or the equivalent)
3 advanced* language courses	
4 advanced* literature/culture courses (of which, one prior to c.1800)	
FREN BC3091	SENIOR THESIS

*Advanced courses are at the 3000-level and above. Courses counting toward the major require prior completion (or the equivalent) of the Intermediate level.

Requirements for the Minor

Six (6) courses, minimum of 18 credits, are required for a minor. All courses must be "in progress" or completed no later than March 1st of your senior year. Simply, complete the Minor Election Form here: [Barnard Registrar Minor Election Form](#)

FREN BC3021	MAJOR FRENCH TEXTS I (or the equivalent)
FREN BC3022	MAJOR FRENCH TEXTS II (or the equivalent)
2 advanced* language courses	
2 advanced* literature/culture courses	

*Advanced courses are at the 3000-level and above. Courses counting toward the minor require prior completion (or the equivalent) of the Intermediate level.

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 FRENCH I. **4.00 points.**

Basic elements of French grammar. Oral, writing, and reading skills.

Students may take either or both of these courses at Columbia

Fall 2025: FREN BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1001	001/00230	M W F 11:40am - 12:55pm 325 Milbank Hall	Elsa Stephan	4.00	15/18
FREN 1001	002/00231	M W F 2:40pm - 3:55pm 307 Milbank Hall	Elsa Stephan	4.00	18/18
FREN 1001	003/00232	T Th F 10:10am - 11:25am 327 Milbank Hall	Niamh Duggan	4.00	14/18
FREN 1001	004/00233	T Th F 1:10pm - 2:25pm 307 Milbank Hall	Niamh Duggan	4.00	14/18
FREN 1001	005/00234	M W F 4:10pm - 5:25pm 324 Milbank Hall	Alexandre Bournery	4.00	9/16

FREN BC1002 ELEMENTARY FRENCH II. **4.00 points.**

Basic elements of French grammar. Oral, writing, and reading skills.

Students may take either or both of these courses at Columbia

Spring 2025: FREN BC1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1002	001/00106	M W F 11:40am - 12:55pm 307 Milbank Hall	Elsa Stephan	4.00	19/18
FREN 1002	002/00107	M W F 2:40pm - 3:55pm 325 Milbank Hall	Elsa Stephan	4.00	19/18
FREN 1002	003/00108	T Th F 10:10am - 11:25am 324 Milbank Hall	Niamh Duggan	4.00	14/18
FREN 1002	004/00109	T Th F 11:40am - 12:55pm 324 Milbank Hall	Niamh Duggan	4.00	18/18

Fall 2025: FREN BC1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1002	001/00235	M W F 5:40pm - 6:55pm 324 Milbank Hall	Alexandre Bournery	4.00	15/18

FREN BC1102 REVIEW OF FRENCH FUNDAMENTALS. **3.00 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 2025: FREN BC1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1102	001/00236	M W F 5:40pm - 6:55pm 307 Milbank Hall	Elsa Stephan	3.00	13/18

FREN BC1203 INTERMEDIATE FRENCH I. **3.00 points.**

Prerequisites: FREN BC1001, BC1002, BC1102, C1101 and C1102, or an appropriate score on the placement test. Further development of oral and written communication skills. Readings in French literature

Spring 2025: FREN BC1203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1203	001/00110	M W 10:10am - 11:25am 307 Milbank Hall	Hadley Suter	3.00	18/18
FREN 1203	002/00111	M W 2:40pm - 3:55pm 307 Milbank Hall	Hadley Suter	3.00	18/18
FREN 1203	003/00112	T Th 1:10pm - 2:25pm 324 Milbank Hall	Niamh Duggan	3.00	8/18
FREN 1203	004/00113	M W 5:40pm - 6:55pm 324 Milbank Hall	Alexandre Bournery	3.00	5/18

Fall 2025: FREN BC1203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1203	001/00237	T Th 8:40am - 9:55am 302 Milbank Hall	Niamh Duggan	3.00	9/18
FREN 1203	002/00238	M W 2:40pm - 3:55pm 225 Milbank Hall	Karen Santos da Silva	3.00	13/18
FREN 1203	003/00239	T Th 10:10am - 11:25am 404 Milstein Center	Melanie Heydari	3.00	18/18
FREN 1203	004/00240	T Th 2:40pm - 3:55pm 327 Milbank Hall	Melanie Heydari	3.00	17/18

FREN BC1204 INTERMEDIATE FRENCH II. **3.00 points.**

Advanced work in language skills. Readings in French literature.

Prerequisites: FREN BC1203 or an appropriate score on the placement test. NOTE: This course does not fulfill the Columbia College and GS language requirement

Spring 2025: FREN BC1204

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1204	001/00114	T Th 10:10am - 11:25am 306 Milbank Hall	Melanie Heydari	3.00	17/18
FREN 1204	002/00115	T Th 2:40pm - 3:55pm 325 Milbank Hall	Melanie Heydari	3.00	15/18

Fall 2025: FREN BC1204

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 1204	001/00241	T Th 11:40am - 12:55pm 302 Milbank Hall	Brian O'Keeffe	3.00	16/18
FREN 1204	002/00242	T Th 4:10pm - 5:25pm 237 Milbank Hall	Brian O'Keeffe	3.00	9/18

FREN BC1207 Intermediate French I - Summer. **3.00 points.**

Further development of oral and written communication skills.

Readings in French literature

FREN BC1208 Intermediate French II - Summer. **3.00 points.**

Advanced work in language skills. Readings in French literature

Advanced Language and Literature Courses

FREN BC3002 TRANSLATING THEATRE WKSHP. **3.00 points.**

Prerequisites: Completion of Intermediate French II or equivalent.

Please contact Prof. Laurie Postlewait. Students will be placed on an automatic waitlist and admitted to the course individually after contacting Prof. Postlewait. The course combines: reading and watching plays in French, hands-on translation work (French to English), and study and discussion of theoretical and dramaturgical issues specific to translating theatre

FREN BC3006 COMPOSITION AND CONVERSATION. 3.00 points.

Prerequisites: Enrollment limited to 12 students.

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 BC1204: French Intermediate II or the equivalent level is required

Spring 2025: FREN BC3006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3006	001/00116	M W 11:40am - 12:55pm 302 Milbank Hall	Karen Santos da Silva	3.00	11/12

Fall 2025: FREN BC3006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3006	001/00259	M W 11:40am - 12:55pm 327 Milbank Hall	Karen Santos da Silva	3.00	11/12

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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3012 Advanced Grammar. 3 points.

Systematic study of morphology, syntax, and idiomatic expressions. Weekly writing assignments. *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3013 Writing Workshop . 3 points.

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, portait, *essai*, *dissertation*, film and book reviews, and correspondence. *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3014 Advanced Translation. 3.00 points.

Prerequisites: Satisfaction of the language requirement or the equivalent.

Translation of French texts—both critical and literary, focusing on particular questions or themes. FREN BC1204: French Intermediate II or the equivalent level is required

Fall 2025: FREN BC3014

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3014	001/00260	T Th 2:40pm - 3:55pm 302 Milbank Hall	Anne Boyman	3.00	7/12

FREN BC3016 ADVANCED ORAL FRENCH. 3.00 points.

Prerequisites: At least one French course after completion of the language requirement and permission of the instructor. Enrollment limited to 12 students.

Prerequisites: At least one French course after completion of FREN BC1204: Intermediate II or permission of the instructor. Oral presentations and discussions of French films aimed at increasing fluency, acquiring vocabulary, and perfecting pronunciation skills

Spring 2025: FREN BC3016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3016	001/00117	M W 4:10pm - 5:25pm 324 Milbank Hall	Karen Santos da Silva	3.00	10/10

Fall 2025: FREN BC3016

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3016	001/00261	M W 2:40pm - 3:55pm 302 Milbank Hall	Anne Boyman	3.00	8/10

FREN BC3019 ADVANCED PHONETICS. 3.00 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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3021 MAJOR FRENCH TEXTS I. 3.00 points.

Prerequisites: Satisfaction of the language requirement or the equivalent.

An exploration of the early periods of French literary creation (Medieval-17th century) through works of fiction, poetry, and theatre. Special attention is given to texts that use tradition to bring about change, to provoke, to contest social norms, and to test the expected parameters of literary expression

Fall 2025: FREN BC3021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3021	001/00262	M W 1:10pm - 2:25pm 302 Milbank Hall	Caroline Weber	3.00	20/25

FREN BC3022 MAJOR FRENCH TEXTS II. 3.00 points.

Prerequisites: Satisfaction of the language requirement or the equivalent. FREN BC3021 may be taken for credit without completion of FREN BC3022.

Prerequisites: FREN BC3021 may be taken for credit without completion of FREN BC3022. The Age of Enlightenment, Romanticism, Realism, and Symbolism. FREN BC1204: French Intermediate II or the equivalent level is required

Spring 2025: FREN BC3022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3022	001/00118	T Th 1:10pm - 2:25pm 302 Milbank Hall	Brian O'Keeffe	3.00	13/25

FREN BC3025 Theater of the Classical Age. 3 points.

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 recourse to and reworking 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). *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3032 Women and Writing in Early Modern France. 3 points.

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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3035 Eighteenth-Century French Fiction. 3 points.

Prerequisites: FREN BC3021, BC3022, BC3023, BC3024, or the equivalent.

Readings of novels and novellas by Prevost, Rousseau, Diderot, Charrière, Laclos, and Sade, with a particular focus on issues of selfhood, gender, sexuality, authority, and freedom. *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3036 THE AGE OF ENLIGHTENMENT. 3.00 points.

Dans ce cours, nous examinerons le phénomène qui domine—et révolutionne—le discours philosophique, religieux, sociologique et politique au 18e siècle en Occident: les Lumières. Visant les dogmes jusque-là incontestables d'un Etat monarchique et d'une Eglise catholique autoritaires, ce mouvement réclame la liberté de la pensée et du culte; condamne l'intolérance religieuse, l'iniquité politique et le préjugé culturel; expose et déplore l'inégalité sociale; examine les bases de l'autorité politique; et subvertit par ses propos l'idée. A l'exception d'un texte de l'Allemand Immanuel Kant, nous nous bornerons à lire des écrits des principaux philosophes francophones des Lumières (Voltaire, Diderot, et Rousseau), aussi bien que deux romans "dystopiques" (Charrière et de Sade), et deux textes politiques parus durant la Révolution française

Spring 2025: FREN BC3036

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3036	001/00119	M W 1:10pm - 2:25pm 307 Milbank Hall	Caroline Weber	3.00	9/20

FREN BC3037 BAUDELAIRE, RIMBAUD, MALLARME. 3.00 points.

Prerequisites: (FREN BC1204) Satisfaction of the language requirement or permission of the instructor.

Through close readings of major texts, an examination of how these 19th-century poets brought about a "revolution" in language and thought that gave rise to the Modernism that transformed literature and the arts and whose influence is still with us today

FREN BC3044 THEATER OF THE ABSURD. 3.00 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 BC3043 Twentieth-Century French Women Writers. 3 points.

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 BC3054 Translation Through Film. 3 points.

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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3056 Proust. 3 points.

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 60s. 3 points.

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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3063 Structuralism and Post-Structuralism. 3 points.

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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3065 SURREALISM. 3.00 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 BC1204: French Intermediate II or the equivalent level is required.*

Spring 2025: FREN BC3065

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3065	001/00120	M W 2:40pm - 3:55pm 302 Milbank Hall	Caroline Weber	3.00	10/20

FREN BC3067 GOLDEN AGE OF VERSAILLES. 4.00 points.

This seminar explores the cultural production emanating from the court of Louis XIV (1638-1715), including the social, economic and historical context that led to the construction of Versailles. We also examine colonization as a social reality contemporary to the creation of Versailles. The reading of literary texts is combined 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. Work in developing skills in HTML, CSS and Timeline JS culminates in a final digital project allowing completion of the Mode of Thinking Technologically and Digitally

FREN BC3077 La Jalousie 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 or 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 BC1204: French Intermediate II or the equivalent level is required.*

Fall 2025: FREN BC3077

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3077	001/00266	M W 2:40pm - 3:55pm 237 Milbank Hall	Caroline Weber	3	5/25

FREN BC3079 HISTORY OF THE FRENCH LANGUAGE. 4.00 points.

This seminar examines the history of the French language, both in France and in the many areas of the world in which French is a primary language. In the first part of the semester we engage in a chronological study of how the language emerged from a fusion of late medieval Latin with Germanic dialects to become a strong national institution. The development of the language is contextualized by consideration of the social and political history of France. We also devote two weeks of discussion to the situation of the French language today, with topics such as linguistic legislation, regional languages and dialects today, and gender inclusivity. This diachronic approach is carried over into the second part of the semester in which we concentrate on French in several regions outside of France including the Caribbean, North Africa, Central Africa, and North America. Here we examine how the language was first introduced, what it represented at different moments in history, the relation of French to other languages, and the situation of French in the region today. Work for the course includes a digital project (digital timeline and map, and website) to document visually the presence of French in the world, across history and in the 21st century

FREN BC3080 Advanced Seminar: Flaubert. 3 points.

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*. *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3091 SENIOR THESIS. 4.00 points.

French majors will write their senior thesis under the supervision of the instructor

Spring 2025: FREN BC3091

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3091	001/00122	T 6:10pm - 8:00pm 227 Milbank Hall	Brian O'Keeffe	4.00	4/5

FREN BC3100 Podcasting in French Workshop. 3.00 points.

In this advanced French conversation class we will use podcasts to generate discussion, debate, and creative work focusing on current events and cultural trends. Participants will use existing podcasts to build listening and speaking skills in French, and to develop the ability to converse and debate on important topics in the world today; these will include questions of identity (gender, race, sexuality), feminism, civil unrest, the U.S. elections, and the French language. Work for the course culminates in the creation by each participant of a short podcast on a topic of their choice; in-class sessions on podcast production and editing, as well as open digital lab hours will be held by IMATS to assist in the final project. Reflection on the evolution and place of podcasting as a digital medium will also be included in our discussions

FREN BC3101 LOVE # LITERATURE. 3.00 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 BC1204: French Intermediate II or the equivalent level is required

FREN BC3102 WOMEN OF THE LEFT BANK. 3.00 points.

Prerequisites: Course is conducted in French. Language requirement must be satisfied before enrollment.

This course will group together the women who shaped and epitomized Left Bank culture in Paris from the Belle Époque to the mid-twentieth century; it will also situate these women in relation to their male peers whose works went on to establish the canons of Symbolism, Dadaism, Surrealism, and Existentialism. We will focus primarily on the realms of literature, philosophy, and art, but we will also examine how some of these women advanced cultural production more broadly—by starting publishing presses, opening bookshops, holding salons, etc. Readings will be primarily in French (Colette, Anna de Noailles, Renée Vivien, Simone de Beauvoir, Breton, Valéry, Aragon, Sartre) but will also include some English-language authors (Gertrude Stein, Djuna Barnes, Anaïs Nin). All discussions, coursework, and examinations will be in French

FREN BC3103 WOMEN, SEX # POWER IN 17TH-CENTURY FRANCE. 3.00 points.

When thinking of 17th Century France, we tend to focus on the all-encompassing figure of Louis XIV, Roi Soleil. However, the 17th Century was also the century of women: women writers, women philanthropists, and women intellectuals who led some of the most influential literary salons of their time. The presence and agency of women during that period had a major influence on the representation of women in literature. Between heroic idealizations and caricatural portrayals, this course will attempt to discern between these two extremes to form an image of the real contribution of women to the literature of this period

FREN BC3104 Women Writers of Contemporary Middle East # North Africa. 3.00 points.

Since the last decades of the twentieth century there has been a dramatic increase in the number of women writers from the Middle East and North Africa. This advanced course, which will be taught mainly in French, provides a window into this rich and largely neglected branch of world literature. Students will encounter the breadth and creativity of contemporary Middle Eastern and North African women's literature by reading a range of twentieth- and twenty-first-century novels, short stories, memoirs and poetry available in French or in translation, and by viewing films that are from or about Iran, Lebanon, Algeria, and Egypt. How do Middle Eastern women authors address women's oppression – both social and physical – and enunciate issues such as the tension between tradition and modernity, sexuality, identity and class from a female perspective? What literary traditions and models do they draw on? How different are those texts written in French for a global audience, as opposed to those written in Persian or Arabic? What are the effects of reading them in translation? Authors will include Marjane Satrapi, Shahrnush Parsipur, Assia Djebar, Maïssa Bey and Nawal El Saadawi

Fall 2025: FREN BC3104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3104	001/00264	T Th 11:40am - 12:55pm 325 Milbank Hall	Melanie Heydari	3.00	12/20

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 BC1204: French Intermediate II or the equivalent level is required.*

Fall 2025: FREN BC3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3105	001/00263	T Th 1:10pm - 2:25pm 327 Milbank Hall	Brian O'Keeffe	3	18/24

FREN BC3106 Transatlantic Translation. 3.00 points.

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.

Prerequisite: completion of at least Intermediate II level of French

Spring 2025: FREN BC3106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3106	001/00123	M W 10:10am - 11:25am 237 Milbank Hall	Laurie Postlewaite	3.00	14/16

FREN BC3110 FRENCH NEW WAVE CINEMA. 3.00 points.

This course traces the emergence and development of “New Wave” cinema in France in the 60s. 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 BC1204: French Intermediate II or the equivalent level is required

Spring 2025: FREN BC3110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3110	001/00124	T Th 2:40pm - 3:55pm 302 Milbank Hall	Anne Boyman	3.00	15/16

FREN UN3421 INTRO-FRANCOPHONE STUDIES II. 3.00 points.

Prerequisites: *FREN W3405* Advanced Grammar and Composition or an AP score of 5 or the director of undergraduate studies' permission.

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

Spring 2025: FREN UN3421

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3421	001/00125	M W 1:10pm - 2:25pm 302 Milbank Hall	Hadley Suter	3.00	3/16

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
- to make familiar with characteristic features of Germanophone cultures by raising awareness of their geographical diversity and their historical richness in introductory survey courses
- to give students the rhetorical and intellectual tools for moving confidently between two languages' cultural traditions by offering

exercises, sketches and other forms of active participation from elementary to advanced levels of expression

- to create a learning environment that instills appreciation for critical thought and is conducive to acquiring a clearly defined set of skills, from language proficiency to interpretive adroitness and intercultural literacy

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 (minimum of 31 credits)

One advanced language course chosen from:

GERM UN3001	ADVANCED GERMAN I
GERM UN3002	ADVANCED GERMAN II

One language course chosen from:

GERM BC3009	News and Views
GERM BC3010	CURRENT ISSUES: GER # AUSTRIA
GERM BC3012	TELENOVELAS
GERM BC3022	VIENNA STORIES
Six or Seven literature courses chosen from:	
GERM BC3028	Contemporary German Prose Fiction (English)
GERM BC3031	Major German Poets
GERM BC3050	German Migrant Literature
GERM BC3057	PICTURING THE REAL: THE POWER OF IMAGES IN GERMAN FICTION
GERM BC3215	From Text to Screen: German Literature and Film
GERM BC3233	From Decadence to Dada
GERM GU4520	Ariadne's Thread: Contemporary German Women Writers [In German]
Or their equivalent in consultation with the department chair.	
GERM BC3061	Senior Seminar/Tutorial (or equivalent tutorial with thesis supervisor.)

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 Universitat Berlin.

Requirements: 11 courses (minimum of 34 credits)

One advanced language course chosen from the following:

GERM UN3001	ADVANCED GERMAN I
GERM UN3002	ADVANCED GERMAN II

One course chosen from the following:

GERM BC3009	News and Views
GERM BC3010	CURRENT ISSUES: GER # AUSTRIA
GERM BC3012	TELENOVELAS

Three courses on German electives, focusing on Austria, Germany, or Swiss aspects, chosen from the following: Or equivalent in consultation with the Chair.

GERM BC3022	VIENNA STORIES
GERM BC3050	German Migrant Literature
GERM BC3224	GERM TRAVELING CLTRES(IN ENG)
GERM BC3233	From Decadence to Dada
GERM GU4520	Ariadne's Thread: Contemporary German Women Writers [In German]

Five courses in other disciplines, to be chosen in consultation with department chair.

One course for the senior seminar/tutorial

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

The Minor in German consists of **five courses** beyond the second year of German (intermediate level). All of the five required courses must be taught in German. At least three of the five courses must be taken at Barnard or Columbia. Topics should be evenly distributed to avoid redundancy.

Guidelines:

- Courses should be selected in close consultation with a departmental representative in advance, no later than the beginning of a student's senior year.

- Students wishing to take German courses while studying abroad should discuss their course choices with a departmental representative in advance.

- Students cannot receive credit for taking the same class at two different institutions.

- All applicable courses must be letter-graded, A+ to C-.

- Courses for the Minor may also be used for general education requirements.

Requirements: 5 courses (minimum of 15 credits)

GERM UN3001	ADVANCED GERMAN I	3.00
GERM UN3002	ADVANCED GERMAN II	3
GERM BC3009	News and Views	3.00
GERM BC3010	CURRENT ISSUES: GER # AUSTRIA	3
GERM BC3012	TELENOVELAS	3
GERM BC3020	VIENNA EXPERIENCE:CULTURE, HISTORY, LANGUAGE	3.00
GERM BC3022	VIENNA STORIES	3.00
GERM BC3028	Contemporary German Prose Fiction (English) (* For a German-taught version of the course, please speak with the instructor before the semester begins.)	3
GERM BC3050	German Migrant Literature	3
GERM BC3225	GERMANY'S TRAVELING CULTURES	4.00
GERM BC3233	From Decadence to Dada	4

Barnard Courses

GERM BC2050 VIENNA EXPERIENCE:CULTURE, HISTORY, LANGUAGE. 3.00 points.

Prerequisites: (GERM UN1102) Or the equivalent based on a language placement test taken with Professor Motyl.

In this intensive four-week summer study abroad language and culture course in Vienna, students will practice and expand their German-language skills on the Advanced level in real-life situations by exploring Austrian culture, history and politics in one of Europe's most diverse cities. Students will experience language and culture first-hand. Aside from practicing and developing their linguistic competency and ability to engage in critical thinking in German, students will develop cultural literacy and broaden global competence. Prerequisites: completion of German Intermediate II (GERM UN2102) or at least two years of college German language study or the equivalent

GERM UN2101 INTERMEDIATE GERMAN I. 4.00 points.

Prerequisites: GERM UN1102 GERM V1102 or the equivalent.

Prerequisites: GERM UN2101 or the equivalent. If you have prior German outside of Columbia's language sequence, the placement exam is required. Intermediate German UN2102 is conducted entirely in German and emphasizes the four basic language skills, cultural awareness, and critical thinking. A wide range of topics (from politics and poetry to art) as well as authentic materials (texts, film, art, etc.) are used to improve the 4 skill. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. Grammar is practiced in the context of the topics. Learning and evaluation are individualized (individual vocabulary lists, essays, oral presentations, final portfolio) and project-based (group work and final group project)

Spring 2025: GERM UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2101	001/13529	M T Th 11:40am - 12:55pm 318 Hamilton Hall	Simona Vaidean	4.00	12/15

Fall 2025: GERM UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2101	001/11681	M T Th 10:10am - 11:25am 318 Hamilton Hall	Simona Vaidean	4.00	14/15
GERM 2101	003/11684	M T Th 4:10pm - 5:25pm 313 Hamilton Hall	Simona Vaidean	4.00	13/15
GERM 2101	004/00268	M W 6:10pm - 8:00pm 302 Milbank Hall	Irene Motyl	4.00	7/15

GERM UN2102 INTERMEDIATE GERMAN II. 4.00 points.

Prerequisites: GERM UN2101 GERM V1201 or the equivalent.

Prerequisites: GERM UN2101 or the equivalent. Intermediate German UN2102 is conducted entirely in German and emphasizes the four basic language skills, cultural awareness, and critical thinking. A wide range of topics (from politics and poetry to art) as well as authentic materials (texts, film, art, etc.) are used to improve the 4 skill. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. Grammar is practiced in the context of the topics. Learning and evaluation are individualized (individual vocabulary lists, essays, oral presentations, final portfolio) and project-based (group work and final group project)

Spring 2025: GERM UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2102	001/13531	M T Th 10:10am - 11:25am 607 Hamilton Hall	Patrick Woodard	4.00	10/15
GERM 2102	002/13532	M W Th 11:40am - 12:55pm 616 Hamilton Hall	Romney Walker Wood	4.00	6/15
GERM 2102	003/13533	M W Th 4:10pm - 5:25pm 616 Hamilton Hall	Jutta Schmiers-Heller	4.00	17/15
GERM 2102	004/00132	M W 6:10pm - 8:00pm 302 Milbank Hall	Aviv Hilbig-Bokaer	4.00	8/15

Fall 2025: GERM UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2102	001/11685	M W Th 11:40am - 12:55pm 316 Hamilton Hall	Xuxu Song	4.00	9/15

GERM BC2210 GRAMMATIK AKTIV. 2.00 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. 3.00 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 UN3002 ADVANCED GERMAN II. 3.00 points.

Corequisites: Course either taken before or after GERM V3001.

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

GERM BC3009 News and Views. 3.00 points.

This German-language course for students on the Advanced proficiency level will offer students the opportunity to improve their comprehension of German media language through viewing, reading, writing and digital film production. Course materials will be drawn from German-language periodicals, newspapers, TV newscasts, TV documentaries and features digitally available. Students will hone their media competence by analyzing the material at hand and write, film and edit their own digital newscasts and documentaries in German. Through this process students will acquire the media literacy needed to understand cultural differences in media production and presentation and how to successfully communicate and convey messages in a digital format. Finally, students will familiarize themselves with the technical aspects of filming and will learn how to edit digital material. The cultural aspect of the course will give students greater insight into current issues and discourses in German-speaking countries and in the U.S. In the final project students apply their skills and findings, after conducting research in German and working with German, Austrian and Swiss cultural institutions, newspapers, companies, cultural centers located in New York. At the end of the semester, students will create and write their own German-language documentary film, edit the documentary and present it to the class and other students of German

GERM BC3010 CURRENT ISSUES: GER # AUSTRIA. 3.00 points.

Prerequisites: GERM V2102 or equivalent.

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 TELENVELAS. 3.00 points.

This advanced German language course offers the opportunity to explore the successful German telenovela *Verliebt in Berlin*. Students will work on typical features, the marketing and intercultural aspects of this genre, and compare the culturally specific facets of *Verliebt in Berlin* to other international versions – specifically the American version *Ugly Betty* and the Spanish version *Yo Soy Betty La Fea*. While familiarizing themselves with German popular culture, students will improve listening (viewing), speaking, reading and writing skills. In groups students will write their own telenovela, develop a plot, stock characters, write dialogues and produce (film and edit) two sequences from their own telenovela as their final project

GERM BC3022 VIENNA STORIES. 3.00 points.

Prerequisites: (GERM UN3002)

Prerequisites: (GERM UN3002) Students explore film, podcasts and digital technology as tools for analyzing culture, language and identity. Integrated in this course is an in-person, on-site segment involving faculty leading study abroad in one of Europe's most diverse cities: Vienna, Austria. During a one-week stay in Vienna during the spring break, students will put their German-language, filming and digital technology skills to use and gather ethnographic material to produce a short German-language documentary film on identity, the notion of homeland, and stereotypes. Live encounters with native Viennese as well as with recent migrants from Turkey, Ukraine, Poland, former Yugoslavia, and/or Syria in formal and informal settings and a field study project will serve as the main sources for the video. After the on-site and out-of-classroom segment, students will edit their film material and present the final video in the class, *Advanced German II: Vienna now and then*, which will take place during the same semester. A course website will be created to host final video projects for future reference. Student videos will thereby serve as authentic classroom material for German courses at Barnard and elsewhere. This course includes a one-week study abroad project in Vienna during spring break

GERM BC3028 Contemporary German Prose Fiction (English). 3 points.

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 2024-2025 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 V2102, 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 Chamisso, Heine, Seghers, Th. Mann, Ören, Atabay, Deleuze, Said, and Sassen.

GERM BC3057 PICTURING THE REAL: THE POWER OF IMAGES IN GERMAN FICTION. 3 points.

Examines the profound influence of popular and private images on literature in the modern era, with an emphasis on how writers have used icon, snapshot, family album, collage, poster or post in their works. Discussions revolve around German authors' critical and creative responses to the photographic image and its aesthetic, documentary or mnemonic appeal to 20th-century storytellers. Readings include major figures such as Kafka, Rilke, Benjamin, Brecht, Mann, Maron, Sebald, and Wolf.

GERM BC3061 Senior Seminar/Tutorial. 4 points.

Not offered during 2024-2025 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 2024-2025 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 BC3105 Comical Expression in Multicult Lit/Film. 3.00 points.

This course is designed for participants who are interested in learning more about the role of humor in 20th/21st-c. literature and film. The survey begins with an introduction to key elements of the comical in literature and film, including slapstick, clowning, mime, or stunts. Discussions revolve around the issue of how or whether humor is universally recognizable or whether it is regionally, historically, and culturally defined. To shed light on this difficult question we will consider both historical and geographical settings. In close studies of popular films and literary texts we will examine the characters' proclivities and discuss their gender-based perspectives as well as the influence of racial, religious or age-related identities. Our weekly readings—which include excerpts from major novels, selected scenes from films as well as short stories—provide us with rich and instructive examples of how eating habits, choice of food, calendrical events (holiday vs. weekday) may be related to the formation and expression of cultural identity. Romantic comedies reveal not only personal preferences and the joy of eating—they also signal collective taste patterns and indicate what kind of fantasies or constraints have governed the daily or festive dietary practices from the early 20th c. on. While the comical is first and foremost represented in time-honored genres such as comedies or jokes, we will concentrate on the modern tradition in this course. This approach allows us to address the social, political, and cultural issue of multiculturalism and to build bridges between individual text/film and their historical contexts in the German-speaking countries. The emphasis of the course lies on a critical investigation of how cultural identity is related to self-expression and to physical interaction on the page, the stage or the screen. The course is taught in English, all readings are in English, and there are no prerequisites

Fall 2025: GERM BC3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3105	001/00229	T Th 4:10pm - 5:25pm 324 Milbank Hall	Erk Grimm	3.00	1/20

GERM BC3215 From Text to Screen: German Literature and Film. 3 points.
Not offered during 2024-2025 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 GERM TRAVELING CLTRES(IN ENG). 3.00 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]

GERM BC3232 From Decadence to Dada. 3 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2024-2025 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 GU4520 Ariadne's Thread: Contemporary German Women Writers [In German]. 3 points.
Not offered during 2024-2025 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 politicized 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 I. 4.00 points.
Prerequisites: No prior German. German 1101 is a communicative language course for beginners, taught in German, in which students develop the four skills -listening, speaking, reading, and writing- and a basic understanding of German-speaking cultures. Emphasis is placed on acquiring the four language skills within a cultural context. Upon successful completion of the course, students will be able to understand, speak, read, and write German at a level enabling them to communicate with native speakers and provide basic information about their background, family, daily activities, student life, work, and living quarters. Completion of daily assignments, which align with class content, and consistent work are necessary in order to achieve basic communicative proficiency. If you have prior German, the placement exam is required

Spring 2025: GERM UN1101					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/13517	T Th F 10:10am - 11:25am 316 Hamilton Hall	Isabel Blankfield	4.00	10/15
GERM 1101	002/13518	M T Th 11:40am - 12:55pm 420 Pupin Laboratories	Ethan Fraenkel	4.00	8/15
GERM 1101	003/13520	M W Th 1:10pm - 2:25pm 315 Hamilton Hall	Xuxu Song	4.00	13/15
GERM 1101	004/13522	T Th 6:10pm - 8:00pm 315 Hamilton Hall	Young Na	4.00	13/15
Fall 2025: GERM UN1101					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 1101	001/11671	T Th F 10:10am - 11:25am 313 Hamilton Hall	Varol Kahveci	4.00	5/15
GERM 1101	002/11670	M W Th 11:40am - 12:55pm 318 Hamilton Hall	Simona Vaidean	4.00	11/15
GERM 1101	003/11673	M T Th 2:40pm - 3:55pm 313 Hamilton Hall	Varol Kahveci	4.00	8/15
GERM 1101	004/11674	M W Th 4:10pm - 5:25pm 318 Hamilton Hall	Xuxu Song	4.00	13/15
GERM 1101	005/00907	T Th 6:10pm - 8:00pm 302 Milbank Hall	Johanna Veth-Abinusawa	4.00	12/15

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.

GERM UN2101 INTERMEDIATE GERMAN I. 4.00 points.

Prerequisites: GERM UN1102 GERM V1102 or the equivalent.

Prerequisites: GERM UN2101 or the equivalent. If you have prior German outside of Columbia's language sequence, the placement exam is required. Intermediate German UN2102 is conducted entirely in German and emphasizes the four basic language skills, cultural awareness, and critical thinking. A wide range of topics (from politics and poetry to art) as well as authentic materials (texts, film, art, etc.) are used to improve the 4 skill. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. Grammar is practiced in the context of the topics. Learning and evaluation are individualized (individual vocabulary lists, essays, oral presentations, final portfolio) and project-based (group work and final group project)

Spring 2025: GERM UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2101	001/13529	M T Th 11:40am - 12:55pm 318 Hamilton Hall	Simona Vaidean	4.00	12/15

Fall 2025: GERM UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2101	001/11681	M T Th 10:10am - 11:25am 318 Hamilton Hall	Simona Vaidean	4.00	14/15
GERM 2101	003/11684	M T Th 4:10pm - 5:25pm 313 Hamilton Hall	Simona Vaidean	4.00	13/15
GERM 2101	004/00268	M W 6:10pm - 8:00pm 302 Milbank Hall	Irene Motyl	4.00	7/15

GERM UN2102 INTERMEDIATE GERMAN II. 4.00 points.

Prerequisites: GERM UN2101 GERM V1201 or the equivalent.

Prerequisites: GERM UN2101 or the equivalent. Intermediate German UN2102 is conducted entirely in German and emphasizes the four basic language skills, cultural awareness, and critical thinking. A wide range of topics (from politics and poetry to art) as well as authentic materials (texts, film, art, etc.) are used to improve the 4 skill. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. Grammar is practiced in the context of the topics. Learning and evaluation are individualized (individual vocabulary lists, essays, oral presentations, final portfolio) and project-based (group work and final group project)

Spring 2025: GERM UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2102	001/13531	M T Th 10:10am - 11:25am 607 Hamilton Hall	Patrick Woodard	4.00	10/15
GERM 2102	002/13532	M W Th 11:40am - 12:55pm 616 Hamilton Hall	Romney Walker Wood	4.00	6/15
GERM 2102	003/13533	M W Th 4:10pm - 5:25pm 616 Hamilton Hall	Jutta Schmiers-Heller	4.00	17/15
GERM 2102	004/00132	M W 6:10pm - 8:00pm 302 Milbank Hall	Aviv Hilbig-Bokaer	4.00	8/15

Fall 2025: GERM UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 2102	001/11685	M W Th 11:40am - 12:55pm 316 Hamilton Hall	Xuxu Song	4.00	9/15

GERM UN2125 ACCELERATED INTER GERMAN I-II. 8.00 points.

Prerequisites: GERM UN1102 Elementary II Accelerated language study as preparation for Study Abroad in Berlin

GERM UN3001 ADVANCED GERMAN I. 3.00 points.

Prerequisites: *GERM V1202* or the director of undergraduate studies' permission.

Prerequisites: GERM UN2102. If you have prior German outside of Columbia's language sequence, the placement exam is required. Note: UN3001 and UN3002 are not sequential. German UN3001 is an ambitious socio-cultural exploration of Berlin. Designed to follow up the language skills acquired in first- and second-year language courses (or the equivalent thereof), this course gives students greater proficiency in speaking, reading, and writing German while focusing on topics from German society today through various German media, such as internet, film, and literature through the lens of Germany's capital, Berlin. Topics discussed include: cultural diversity in Berlin's multi-cultural neighborhoods; questioning and reflecting upon Berlin's recent past; developing your own Berlin experience and presenting your interests in various forms, such as presentations, an essay, your CV, an application letter and interview for an internship in Berlin. The course represents a gateway class to literature courses and counts towards the major and concentration in German. Taught in German

Fall 2025: GERM UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3001	001/11689	M W 11:40am - 12:55pm 313 Hamilton Hall	Jutta Schmiers-Heller	3.00	16/15

GERM UN3002 ADVANCED GERMAN II. 3.00 points.

Corequisites: Course either taken before or after GERM V3001.

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

GERM UN3333 INTRO TO GERMAN LIT (GERMAN). 3.00 points.

Prerequisites: *GERM V1202* or the equivalent.

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 2025: GERM UN3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GERM 3333	001/11431	M W 10:10am - 11:25am 313 Hamilton Hall	Dorothea von Muecke	3.00	11/25

History

813 Milstein Center

212-854-2159

Senior Department 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

The Senior Research Seminar

The senior research seminar, in which students write their senior essays (50-70 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.

The two-semester senior research seminar (HIST BC3391 Senior Research Seminar I and HIST BC3392 Senior Research Seminar II) are taken in sequence, beginning in the Fall and continuing into Spring of the senior year.

Departmental Honors and Prizes

Departmental Honors

Academic Prizes

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.

Chair: Nara Milanich (Professor)

Professors: Gergely Baics, Mark C. Carnes, Joel Kaye (Emeritus), Dorothy Ko, Andrew Lipman, Robert A. McCaughey (Emeritus), Nara Milanich, Jose Moya, Premilla Nadasen, Anupama Rao, Lisa Tiersten, Deborah Valenze, Carl Wennerlind

Associate Professors: Abosede George

Visiting Professors: Michele Alacevich

Term Assistant Professors: Dale Booth, Alfonso Salgado

Adjunct Assistant Professors: Thai Jones

Other officers of the University offering courses in History:

[Columbia History Faculty](#)

Requirements for the Major

Students who are interested in majoring in History should consult a History professor or the Chair in their sophomore year to plan their academic programs. They may choose to focus their study of history

on a region (such as Africa, Asia, Europe, Latin America, South Asia, U.S., transnational), period (such as ancient, medieval, early modern), or theme.

The History major consists of eleven courses: six in the area of concentration; the other five may be either within or without. Six of the eleven courses must be taken at Barnard or Columbia. The minimum number of credits required for the History major is 38.

The eleven required courses should include:

1. Three introductory lecture courses (at least one 1000-level course; the two others may be 1000- or 2000-level courses. Note that a Columbia global core course is listed at 2000 level but counts as a 1000-level course);
2. Two seminars (3000- or 4000-level courses), one of which must be taken at Barnard or Columbia;
3. At least one course (lecture or seminar) must demonstrate your temporal breadth. This usually means one course that covers themes and topics related to the pre-modern period (generally taken to mean the period before the nineteenth century);
4. At least one course (lecture or seminar) must demonstrate a geographic range unless your area of concentration already does so. If your concentration is geography-based, this means a geographical area or region that is outside your field of study;
5. The two-semester senior research seminar (HIST BC3391 RESEARCH SEMINAR IN HISTORY I and HIST BC3392 RESEARCH SEMINAR IN HISTORY II) normally taken in sequence, beginning in the Fall and continuing into Spring of the senior year.

Majors may, with the approval of their advisers, include two non-history courses in their list of eleven if the subjects are closely related to their concentrations.

Thematic Concentrations

history.barnard.edu/thematic-concentrations

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

x9xx-x999: Research, Historiography, Trans-National

Senior Research Seminar

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 the Global Middle Ages. 4.00 points.

This course introduces students to medieval history and the methods historians use to study and communicate about the past. Medieval history has traditionally centered on Western Europe, but this course also integrates new approaches to the Global Middle Ages, including attention to connectivity, comparative studies across contexts, and a survey of world literatures. Topics include Late Antique transformations to the Roman world, the Germanic migrations, and the rise of Christianity; the Islamic Conquests, the Carolingian Renaissance, and the Viking expansion; the Crusades, the Black Death, and the rise of early modern empires. Students will learn to read primary sources, assess scholarly arguments, and incorporate interdisciplinary approaches. This course will require visits to the Metropolitan Museum of Art and the Met Cloisters

Fall 2025: HIST BC1062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1062	001/00368	M W 11:40am - 12:55pm LI003 Barnard Hall	Matthew Delvaux	4.00	12/90

HIST BC1101 EUROPEAN HISTORY 1500-1789. 4.00 points.

Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment

Fall 2025: HIST BC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1101	001/00035	T Th 1:10pm - 2:25pm 328 Milbank Hall	Deborah Valenze	4.00	29/75

HIST BC1302 EUROPEAN HISTORY SINCE 1789. 4.00 points.

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism

Spring 2025: HIST BC1302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1302	001/00128	M W 11:40am - 12:55pm 304 Barnard Hall	Lisa Tiersten	4.00	66/90
HIST 1302	AU1/20290	M W 11:40am - 12:55pm Othr Other	Lisa Tiersten	4.00	22/22

HIST BC1401 INTRODUCTION TO AMERICAN HISTORY TO 1865. 4.00 points.

Themes include Native and colonial cultures and politics, the evolution of American political and economic institutions, relationships between religious and social movements, and connecting ideologies of race and gender with larger processes such as enslavement, dispossession, and industrialization

HIST BC1402 INTRODUCTION TO AMERICAN HISTORY SINCE 1865. 4.00 points.

Examines the major social, political, economic, and intellectual transformations from the 1860s until the present, including industrialization and urbanization, federal and state power, immigration, the welfare state, global relations, and social movements

Fall 2025: HIST BC1402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1402	001/00037	M W 2:40pm - 3:55pm 152 Horace Mann Hall		4.00	59/60

HIST BC1760 INTRO AFRICAN HIST:1700-PRESNT. 4.00 points.

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

Spring 2025: HIST BC1760

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1760	001/00130	M W 10:10am - 11:25am 504 Diana Center	Abosede George	4.00	32/70

HIST BC1801 Colonialism and Nationalism in South Asia. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2024-2025 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 BC2101 HISTORY OF CAPITALISM. 3.00 points.

The aim of this course is to provide students with analytical tools to think critically and historically about the concept of capitalism. By studying how philosophers, economists, and political theorists have defined and described the concept of capitalism throughout its history, students will be provided with a set of terminologies and analytical frameworks that enable them to interrogate the various dimensions of capitalism

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

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 BC2199 A History of Witchcraft and Magic in Europe. 3.00 points.

This lecture course examines the social, cultural, and legal history of witchcraft, magic, and the occult throughout European history. We will examine the values and attitudes that have influenced beliefs about witchcraft and the supernatural, both historically and in the present day, using both primary and secondary sources. This course will pay specific attention to the role of gender and sexuality in the history of witchcraft, as the vast majority of individuals charged in the witch hunts of the sixteenth and seventeenth centuries were indeed women. We will also study accusations of witchcraft, breaking down the power dynamics and assumptions at play behind the witch trials, and the impacts of these trials on gender relations in European society. This class will track the intersections of magic and science throughout the early-modern period, and the reconciliation of belief systems during the Enlightenment. We will carry our analysis into the modern period, touching on Victorian spiritualism and mysticism, McCarthyism in the United States, and contemporary goddess worship. We will conclude the semester with an investigation into the role of witchcraft in discussions of gender, race, and sexuality in popular culture

Spring 2025: HIST BC2199

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2199	001/00783	M W 11:40am - 12:55pm 263 Macy Hall	Dale Booth	3.00	66/90

Fall 2025: HIST BC2199

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2199	001/00038	M W 11:40am - 12:55pm 408 Zankel	Dale Booth	3.00	72/90

HIST BC2321 COLONIAL ENCOUNTERS. 3.00 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 BC2366 CLIMATE # HISTORY: INTERSECTING SCIENCE, ENVIRONMENT # SOCIETY. 3.00 points.

Climate change poses an imminent threat to the future of humanity and is a crucial feature of the Anthropocene, namely the age of anthropogenic transformations of the Earth’s environments on a global scale. How did we get here? History is fundamental to answer this question. This course examines the relationship between climate, scientific knowledge, and human societies. The class will first survey the role of climate as an historical actor of global history, rather than as the backdrop of political, social and economic events. In the second part of the course, we will examine the history of weather and climate science, as well as climate change denialism. The class offers a wide range of case studies around the world of the tight relationship between climate and history. The instructor encourages all majors to register from the humanities, social sciences, and natural sciences

HIST BC2375 Fascism in European History. 3.00 points.

What was Fascism? What kind of appeal did authoritarianism and dictatorship have in interwar Europe? How did the Fascist “New Order” challenge liberal democracies and why did it fail in World War II? What was the common denominator of Fascist movements across Europe, and in particular in Mussolini’s Italy, Salazar’s Portugal, Franco’s Spain, culminating in Nazi Germany? This class examines the history of Fascism as an ideology, constellation of political movements, and authoritarian regimes that aimed at controlling the modernization of European societies in the interwar period. Thus, the course focuses in particular on the relationship between politics, science and society to investigate how Fascism envisioned the modernity of new technologies, new social norms, and new political norms. The class will also explore Fascism’s imperialist goals, such as the calls for national renewal, the engineering of a new race, and the creation of a new world order

Spring 2025: HIST BC2375

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2375	001/00131	T Th 4:10pm - 5:25pm 304 Barnard Hall	Angelo Caglioti	3.00	57/70

HIST BC2380 HISTORY OF FOOD IN EUROPE. 3.00 points.

Prerequisites: Previous course in history strongly recommended.
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 BC2385 Global Environmental History. 3.00 points.

This class introduces students to the field of environmental history from a global perspective. Environmental history is the study of the relationship between nature and society over time. It deals with the material environment, cultural and scientific understandings of nature, and the politics of socio-economic use of natural resources. The class combines the study of classic texts that were foundational to the field with modern case studies from all over the world. It addresses questions of global relevance, such as: how did the environment shape human history? How did humans shape the natural environment? How are power relations of class, race and gender embedded in the environment we live in? The class welcomes students from the natural and social sciences, as well as the humanities. The goal of the course is to understand how the relationship between environment and society in history led to the current climate crisis

Fall 2025: HIST BC2385

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2385	001/00040	T Th 4:10pm - 5:25pm 328 Milbank Hall	Angelo Caglioti	3.00	27/70

HIST BC2388 Introduction to History of Science since 1800. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 PLTCS CRIME# POLICING IN U.S.. 3.00 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

Fall 2025: HIST BC2401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2401	001/00041	M W 6:10pm - 7:25pm 504 Diana Center	Matthew Vaz	3.00	59/60

HIST BC2405 Spatial History of 19th-C NYC. 4.50 points.

Spatial history of New York City in the 19th century. Students explore key topics in New York City spatial history in lectures, and learn historical-GIS skills in a co-requisite lab (instead of a discussion section). They will use newly constructed GIS data from the Mapping Historical New York project, and conduct spatial history assignments

HIST BC2425 Spatial History of 19th-C NYC Lab. 0.00 points.

This is the co-requisite lab for HIST BC2405 Spatial history of New York City in the 19th century. Students explore key topics in New York City spatial history in lectures, and learn historical-GIS skills in this lab. They will use newly constructed GIS data from the Mapping Historical New York project, and conduct spatial history assignments

HIST BC2402 Science and Society: From Galileo to Climate Change. 3.00 points.

This course explores the intersection of scientific ideas and society in three historical contexts: the trial of Galileo by the Roman Inquisition in early 17th-century Europe, which examined the validity and implications of Galileo's ideas on motion physics and astronomy; 2) the 2009 United Nations Climate Change Conference in Copenhagen, which sought an international accord to limit carbon emissions; and 3) the problem of obesity, diet, and cholesterol as debated by the CDC, USDA, and the U.S. Congress during the 1990s. Because this course will be offered in an online format, it uses multiple active-learning strategies to promote student interaction and engagement

HIST BC2408 Emerging Cities: 19th Century Urban History of the Americas and Europe. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

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.

HIST BC2413 UNITED STATES 1940-1975. 3.00 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 2025: HIST BC2413

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2413	001/00042	M W 11:40am - 12:55pm 304 Barnard Hall	Mark Carnes	3.00	172/200

HIST BC2440 INTRO AFRICAN-AMERICAN HISTORY. 3.00 points.

Major themes in African-American History: slave trade, slavery, resistance, segregation, the New Negro, Civil Rights, Black Power, challenges and manifestations of the contemporary Color Line. General Education Requirement: Historical Studies (HIS)

HIST BC2477 RACE, CLASS, AND POLITICS IN NEW YORK CITY. 3.00 points.

The objectives of this course are: to gain familiarity with the major themes of New York History since 1898, to learn to think historically, and to learn to think and write critically about arguments that underlie historical interpretation. We will also examine and analyze the systems and structures—of race and class—that have shaped life in New York, while seeking to understand how social groups have pursued change inside and outside of such structures

Spring 2025: HIST BC2477

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2477	001/00136	M W 6:10pm - 7:25pm 405 Milbank Hall	Matthew Vaz	3.00	67/69

HIST BC2482 REVOLUTIONARY AMERICA, 1763-1. 3.00 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

Spring 2025: HIST BC2482

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2482	001/00138	M W 2:40pm - 3:55pm 504 Diana Center	Andrew Lipman	3.00	67/70

HIST BC2500 Poverty, Race, and Gender. 3 points.

This course will begin with a theoretical overview of the relationship between race, gender and poverty. We will look at definitions and sources of economic inequality, emerging discourses of poverty in the early 20th century, and changing perceptions of “the poor” over the course of American history. We will examine race and gender segmentation in the labor market, racial and gender conflict in the union movement, ideological foundations of the welfare state, cultural constructions of single motherhood, political debates about the “underclass,” as well as contemporary campaigns to alleviate poverty.

Our goal is to think critically about discourses of poverty and welfare as well as antipoverty, labor and feminist organizing.

HIST BC2549 EARLY AMERICA TO 1763. 3.00 points.

This course examines the three critical centuries from 1492 to 1763 that transformed North America from a diverse landscape teeming with hundreds of farming and hunting societies into a partly-colonized land where just three systems empires held sway. Major themes include contrasting faiths, power relationships, and cultural exchanges among various Native, European, and African peoples. This course examines the three critical centuries from 1492 to 1763 that transformed North America from a diverse landscape teeming with hundreds of farming and hunting societies into a partly-colonized land where just three systems empires held sway. Major themes include contrasting faiths, power relationships, and cultural exchanges among various Native, European, and African peoples

Fall 2025: HIST BC2549

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2549	001/00043	M W 2:40pm - 3:55pm LI002 Milstein Center	Andrew Lipman	3.00	18/70

HIST BC2567 Women, Race, and Class. 3.00 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

HIST UN2661 LATIN AMERICAN CIVILIZATION II. 4.00 points.

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

This course explores major themes in Latin American history from the independence period (ca 1810) to the present. We will hone in on Latin Americas “chronic” problems of social inequality, political polarization, authoritarianism, incomplete democratization, and troubled memory politics. The course covers economic, social, and cultural histories, and gives special weight to the transnational aspects of Latin American ideological struggles – from its dependency on Western capital to its ideological “inner Cold War” – and the way they influenced the subaltern strata of society. The section discussions are a crucial component of the course, and will focus on assigned historiography. While the lecture centers on constructing a cogent meta-narrative for Latin America's modern era, in the section we will explore not only the historical “facts,” but will instead ask: how do historians know what they know about the past? What sources and analytic methods do they use to write history? And what ethical dilemmas do they confront when narrating politically-sensitive topics?

HIST BC2664 FAMILIES LATIN AMERICA. 3.00 points.

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

Spring 2025: HIST BC2664

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2664	001/00146	T Th 11:40am - 12:55pm 223 Milbank Hall	Nara Milanich	3.00	22/35

HIST BC2676 LATIN AMERICA: MIGRATION, RACE, AND ETHNICITY. 3.00 points.

Not offered during 2024-2025 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

Spring 2025: HIST BC2676

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2676	001/00841	T Th 8:40am - 9:55am 504 Diana Center	Jose Moya	3.00	19/70

HIST BC2681 WOMEN AND GENDER IN LATIN AMERICA. 3.00 points.

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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC2697 The Cold War in Latin America. 4.00 points.

This lecture offers a comprehensive view of the Cold War era in Latin America and zooms in on those places and moments when such war turned hot. It understands the Cold War as a multi-national and multi-layered conflict, which not only pitted two superpowers—the United States and the Soviet Union—against one another, but also a plethora of state and non-state actors that framed their actions as part of a larger struggle for the fate of humanity. In Latin America in particular, the idea of socialist revolution posed a significant challenge to both capitalism and United States hegemony. We will pay special attention to revolutionary and counterrevolutionary events in Guatemala, Cuba, Chile, and Nicaragua, probing the motives, actions, and influence of local and foreign actors in such events

Fall 2025: HIST BC2697

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2697	001/00658	M W 4:10pm - 5:25pm 504 Diana Center	Alfonso Salgado	4.00	46/70

HIST BC2803 Gender and Empire. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC2859 South Asian Diasporas. 3.00 points.

This survey focuses on the South Asian diaspora, that is, the migration of people originating from the Indian subcontinent into a global horizon, and the multi-dimensional array of economic, political and cultural relationships produced between diasporic communities, their places of origin, and their places of arrival. The course will be structured around key themes and questions in the history of the diaspora, using these as entry points into deeper contexts while making connections between historical and contemporary phenomena. We will explore flows of labor (indentured and otherwise), transnational mercantile and financial connections, overseas political movements, and South Asian communities in North America in the wake of the War on Terror. Topics will include: questions of bondage and contract, circulation of revolutionary praxis and radical cross-fertilization, racial and cultural identity formation, legal and extralegal economies, gender, class and caste. Our readings will draw upon literary texts, oral and public histories, as well as archival sources; not to mention observations from your own forays into the city

Spring 2025: HIST BC2859

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2859	001/00883	M W 2:40pm - 3:55pm LI003 Barnard Hall	Maia Ramnath-Christiansen	3.00	9/70

Fall 2025: HIST BC2859

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2859	001/00157	M W 2:40pm - 3:55pm 111 Milstein Center	Anupama Rao	3.00	10/29

HIST BC2865 GENDER AND POWER IN CHINA. 3.00 points.

HIST BC2920 Urban Healthscapes: A Spatial History of Public Health, c 1200-1900. 3.00 points.

This course examines the landscapes of urban public health from the medieval era to the 19th century using spatial analysis. It has two objectives. Thematically, it introduces students to the concept and study of “urban healthscapes” in Europe and the Americas before the age of modern bacteriology. Weekly lectures advance through a sequence of four related themes: (1) medieval and early modern communal, infrastructural, and regulatory spatial practices of public health; (2) urban mortality regimes, epidemics, and societal responses; (3) the relationships between urban form, spatial governance, planning, and public health; and (4) problems of environmental justice, including unequal exposure to health risks and access to health amenities. Methodologically, the course approaches these topics via the lens of historical Geographic Information Systems. In weekly labs, students acquire technical skills of GIS mapping. They learn how to work with spatial data, create GIS maps, conduct spatial analysis, and develop spatial historical arguments and narratives. Labs integrate recently released public hGIS datasets on a variety of cities—such as medieval Bologna and 19th-century New York—directly relevant to the themes covered in lectures. For course assignments, students use these datasets to conduct spatial analyses of urban healthscapes. The course is open to all undergraduates. Previous GIS knowledge is not needed

Fall 2025: HIST BC2920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2920	001/00341	T Th 10:10am - 11:25am 111 Milstein Center	Gergely Baics	3.00	29/26

HIST BC2963 History of Globalization. 3.00 points.

Globalization emerged as a concept in the 1990s to describe the various supranational forces that shape the contemporary world. Its history, however, is much older, and it encompasses major historical developments such as the formation and global spread of empires, of trade and capitalism, slavery, and migratory movements, as well as environmental and ecological issues. Processes of globalization and deglobalization affect central categories with which to interpret social, political and economic dynamics such as sovereignty, hegemony, and inequality. This course will offer students the critical instruments to discuss globalizing dynamics and how they have affected human societies historically. We will proceed both thematically and chronologically, to develop the analytical instruments to understand how various dimensions of globalization emerged and transformed over time, as well as the different interpretations that scholars have offered to interpret them

Spring 2025: HIST BC2963

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2963	001/00852	M W 10:10am - 11:25am 418 Barnard Hall	Michele Alacevich	3.00	25/60

Fall 2025: HIST BC2963

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2963	001/00044	M W 8:40am - 9:55am 504 Diana Center	Michele Alacevich	3.00	12/60

HIST BC2978 20th Century Cities: Americas and Europe. 4 points. Not offered during 2024-2025 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. 3.00 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

Fall 2025: HIST BC2980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2980	001/00346	T Th 8:40am - 9:55am 328 Milbank Hall	Jose Moya	3.00	15/45

HIST BC3079 Women's Voices from the Premodern World. 4.00 points.

This course samples works by women writers from the Middle Ages, interrogating questions of authorship and gender to situate these works in broader social histories. Selections center on western archives, where women’s voices have been extensively curated, but students will also survey non-western texts. This course is built around in-class discussion and the collaborative exploration of texts, complemented by a series of short papers in which students explore recurring themes. A visit to special collections and supplemental materials will also allow students to explore how premodern women projected their voices and views through manuscripts and visual culture. Students will select an additional text to explore individually for the final project, writing a short research paper and presenting a summary of their findings

Fall 2025: HIST BC3079

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3079	001/00342	W 2:10pm - 4:00pm 502 Diana Center	Matthew Delvaux	4.00	7/22

HIST BC3108 The Body and Society in Europe. 4.00 points.

This seminar course explores topics in the history of the body in Europe, from the medieval period to the 1880s. The course will begin with an introduction to Galen's humoral theories of the body that informed the diagnosis and treatment of illness in Europe for centuries. We will look at the role of the body in religious practices in the medieval period, and its role as evidence in the witch trials of the early modern period. We will also look to the framing of sexual difference and consider how these parameters have shaped contemporary gender politics and medical practice. We will trace outbreaks of infectious disease – from the bubonic plague, to syphilis, to cholera– and the implications on the social, cultural, political, and economic structures of everyday life. Students will learn about the professionalization of the medical field, the rise of public health institutions, and the ways in which authorities policed social behavior on the grounds of public health. Together, we will examine the intersections of gender, sexuality, race, and class in the understanding and treatment of the body within society. Students will also be challenged to ground their understanding of social and cultural history in a broader history of the body and embodiment. In doing so, students will examine how ideas surrounding the body change over the course of time, and how we, as historians, can account for and assess such changes

Fall 2025: HIST BC3108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3108	001/00343	M 2:10pm - 4:00pm 214 Milbank Hall	Dale Booth	4.00	9/15

HIST BC3119 Capitalism and Enlightenment. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 BC3130 Failed Empire: Sweden in the Early Modern World. 4.00 points.

The geopolitical map of the world was in flux during the seventeenth century. As Spain was losing its control over Europe and the Atlantic world, a number of ambitious small states on the periphery of Europe set their sights on achieving imperial glory. By mid-century, The Dutch Republic, England, and Sweden were the primary contenders. Each nation developed a sense of manifest destiny and dedicated scarce resources to establish an imperial presence, from which they could conquer the world. While the former two nations succeeded in creating vast empires, the latter enjoyed only a brief stint as a world power. This failure had nothing to do with a lack of effort or moral considerations. This course explores Sweden's imperial efforts and investigates its failures. It examines how military, political, religious, commercial, and scientific endeavors contributed to Sweden's quest for riches and prominence. The seminar begins by discussing Sweden's sudden military success during the Thirty Years' War and the consequent formation of a Baltic empire. We next investigate Sweden's presence on the west coast of Africa, where it built fort Carlsborg, and the east coast of North America, where it founded New Sweden. While these ventures failed relatively rapidly, Sweden continued to pursue a colonial presence through trade and the acquisition in 1784 of St. Barthélemy, a colony from which they engaged in trade, including the slave trade

HIST BC3177 Capitalism and Climate Change. 4.00 points.

Current patterns of economic growth are no longer environmentally sustainable. Global industrialization and the associated transference of carbon from the ground to the air are leading to a rapid exhaustion of resources and a warming of the planet. These changes have triggered a set of dangerous climactic transformations that are likely to cause massive ecological disruptions and disturbances of food production systems. These changes, in turn, might have a profound impact on poverty, migration, and geopolitics. To better understand how we have arrived at the present predicament, this seminar explores the history of how social and economic theorists have conceptualized the interaction between the economy and nature. The focus will be on the concept of scarcity as a way of understanding the relationship between economic growth and environmental sustainability. The course begins in the Renaissance and traces the evolution of the nature/economy nexus to the present

HIST BC3301 Science and Fascism. 4.00 points.

In 1942, the American sociologist Robert Merton described modern science as an intellectual enterprise that can produce truthful and factual knowledge only if inspired by democratic values. Yet such concept contrasted starkly with the reality of science in the interwar period and World War II, at the peak of the clash between liberal democracies and fascist dictatorships. What was the role of science in the global conflict between liberalism and the fascist 'New Order'? What did science and technology look like under fascism? This class examines the relationship between science and fascism in Fascist Italy, Nazi Germany, Franco's Spain, and Salazar's Portugal. During the Great War (1914-1918), science and technology were enlisted as critical assets for the war effort and the international scientific community was shattered across national lines. The Great War proved the importance of the scientific organization of society and state-controlled scientific advancement. Fascism developed this lesson in the interwar period to pursue its nationalist and imperialist goal: the creation of a new world order. Thus, the seminar explores the entanglement between science, technology and fascism by examining a wide range of disciplines, such as physics, medicine, eugenics, statistics, demography, agronomy, and engineering. Focusing in particular on fascism's central themes of race and empire, the course examines the relationship between state power and scientific expertise, the persecution of Jewish scientists in Nazi Germany and Fascist Italy, and scientists' critical competition in World War II ahead of the creation of the atomic bomb, which ushered in the new era of the Cold War

HIST BC3323 The City in Europe. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC3327 CONSUMER CULTURE IN MOD EUROPE. 3.00 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration 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

Fall 2025: HIST BC3327

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3327	001/00224	M 2:10pm - 4:00pm 502 Diana Center	Lisa Tiersten	3.00	20/18

HIST BC3332 The Politics of Leisure in Modern Europe. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC3360 LONDON: GREAT WEN'TO WRLD CIT. 4.00 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

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

Fall 2025: HIST BC3360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3360	001/00347	W 2:10pm - 4:00pm 214 Milbank Hall	Deborah Valenze	4.00	7/15

HIST BC3368 HIST OF SENSES ENG # FRANCE. 4.00 points.

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

HIST BC3370 Science, Environment and European Colonialism. 4.00 points.

Science and colonialism were driving forces in the making of the global and interconnected world where we live today. The history of "Western science" is deeply intertwined with Europe's encounter with the world, as colonialism provided the laboratory for disciplines such as geography, natural history, medicine, and anthropology. The challenges and opportunities of new natural environments shaped the way Europeans explored, analyzed, and studied nature and society. The circulation of specimens, data, and scientific expertise made colonial governance possible. This course will introduce students to major themes regarding the relationship between science, colonial environments and European empires. Students will develop reading skills and will explore key topics in early and late modern European history, the history of science, and environmental history

Spring 2025: HIST BC3370

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3370	001/00152	W 6:10pm - 8:00pm 111 Milstein Center	Angelo Caglioti	4.00	9/15

HIST BC3379 Water Histories: Society, Environment, and Power in Global History. 4.00 points.

This class explores the relationship between water and society in history. How did water shape human and environmental histories around the globe? On one hand, oceans and rivers affected the characteristics and resources of different civilizations. Throughout history, every community depended on access to water resources, developed local practices of water management, and produced cultural and scientific understandings of "water." On the other hand, human attempts at regulating water flows aimed at controlling life itself, as water is essential for life. Hydro-power, before being a renewable source energy, required exerting political power over humans and nature alike. Grounded in the interdisciplinary approach of the environmental humanities, this class will explore the politics of water management thanks to a wide range of case studies. Starting with the first environmental history of the Mediterranean in the early modern period, we will focus on the last two centuries to examine the roots of the current environmental crisis. By following the politics of water flows, the class will introduce students to key themes in global environmental history, such as the role of geography, climate, race, energy, labor, technology, cities, animals, diseases, and empires in the transformation of human societies. Finally, the class provides foundational historical knowledge to understand the importance of water in contemporary debates about environmental justice and climate change

Fall 2025: HIST BC3379

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3379	001/00348	W 10:10am - 12:00pm 308 Diana Center	Angelo Caglioti	4.00	6/15

HIST BC3391 RESEARCH SEMINAR IN HISTORY I. 4.00 points.

Prerequisites: Open to Barnard College History Senior Majors. Individual guided research and writing in history and the presentation of results in seminar and in the form of the senior essay. See Requirements for the Major for details

Fall 2025: HIST BC3391

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3391	001/00349	W 4:10pm - 6:00pm 302 Barnard Hall	Andrew Lipman	4.00	41/50

HIST BC3392 RESRCH SEMINAR IN HISTORY II. 4.00 points.
4 points each term.

Prerequisites: Open to Barnard College History Senior Majors.
Individual guided research and writing in history and the presentation of results in seminar and in the form of the senior essay. See Requirements for the Major for details

Spring 2025: HIST BC3392

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3392	001/00153	W 4:10pm - 6:00pm 302 Barnard Hall	Andrew Lipman	4.00	45/50

HIST BC3444 Freedom Dreams: Struggles for Justice in the U.S. and Beyond. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Social Analysis (SOC II).

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.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC3475 Covid-19 and Care Work: An Oral History Approach. 4.00 points.

In this seminar students will conduct oral histories of essential service and care workers on the front lines of the COVID-19 crisis, develop a conceptual and theoretical framework for service and care work, and be trained in the art of oral history. They will interrogate the archive, discuss oral history as a methodological approach and historical source and will be trained in the technical skills of preparing a consent form, formulating questions, using recording equipment, and transcribing interviews. We will be collaborating with the Columbia Oral History Archive, the Columbia M.A. Oral History Program and IMATS. This course builds upon the instructor's research and writing about care and domestic work. Students will examine the gendered and racialized history of the expanding service sector in the 20th century, interrogating the language of "care work" and what Arlie Hochschild called the emotional labor that is central to it. Students will analyze how the notion of care has become a form of coercion making it difficult for workers to establish boundaries or make demands

HIST BC3479 Colonial Gotham: The History of New York City, 1609-1776. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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.

HIST BC3495 Representing the Past. 4.00 points.

Examines the renderings of the past as conveyed by historians and by those seeking to "represent" the past, such as novelists, playwrights, filmmakers, ritualists, and artists. Analyzes the theoretical, philosophical, and evidentiary problems and possibilities inherent in various modes of historical narration and representation

HIST BC3500 Maids and Madams: Nannies, Maids, and Care Workers in a Global Economy. 4 points.

Examines construction of home as private space and gender expectations defining reproductive labor as "women's work." Emphasis on US, but also explores global patterns of race, labor and migration, shifting notions of "Rights" and citizenship as well as domestic workers' strategies of resistance in a context of labor and feminist organizing.

HIST BC3504 19TH CENTURY NYC:A SPATIAL HISTORY. 4.00 points.

History of 19th-century New York City with a focus on spatial history. We explore three major themes, including the city's rapidly changing built environment, its social environment, and urban metabolism. Methodologically, we focus on spatial analysis, especially historical Geographic Information Systems

HIST BC3505 Pandemic Tales: Curated Conversations with Migrant Workers. 4.00 points.

Pandemic Tales: Curated Conversations with Migrant Workers will work collaboratively with a New York City-based organization, Damayan. The course will chronicle the pandemic's disproportionate impact on economically vulnerable Black and Brown communities. We will read about the history of Filipino migrant workers and be trained in the interview process. Our intention is to uplift the stories of undocumented migrant workers' battles around housing and food insecurity and the collective efforts to provide support and care. Students will work with Damayan leaders in preparation for speaking to members who will share their stories of pain, hardship and resilience during the pandemic. From these stories we will work with Damayan to curate conversations about the impact of the pandemic on Filipino migrants and produce a webpage or podcast for Damayan's use. This is a Barnard Engages course, supported by the Mellon Foundation, with the intention of fostering long-term relationships between Barnard college faculty and students and New York City-based community organizations addressing issues of poverty, immigration or labor rights. We will partner with Damayan Migrant Workers Association, an organization I have worked with for many years. A worker-run and directed organization, Damayan has been at the forefront of the effort to rescue and advocate on behalf of Filipino migrant workers. They were also involved in providing support for needy families when the pandemic hit. Our class project will be designed in collaboration with Damayan to assist them in their work. They have asked us to uplift the voices of the people severely impacted by the pandemic by curating conversations. There will be a joint public launch of our final product, which could be a webpage or a podcast. Because this is a community-directed project, students should be prepared for changes to the syllabus and end product. Much of the work for this course will be collaborative. Students will be working in teams and I will be working alongside students to produce the final product. In addition to the scheduled class times, there will be other scheduled meetings and/or workshops

HIST BC3549 FORCE#POWER IN EARLY AMERICA. 4.00 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. Coercion, war, rape, murder, and riots are common in American History from the European invasion to the Civil War. How did violent acts transform early American societies? Readings are a mix of primary sources and scholarship. First and second year students are welcome with permission

HIST BC3580 MISSISSIPPI SEMESTER: CHILD CARE, RACE,. 4.00 points.

This upper-level seminar brings together a small group of students for intensive study about the history of welfare using Mississippi as a case study. The course involves several components: theoretical and historical reading about the evolution of the welfare state, specific analysis of welfare in Mississippi, an eight-day trip to Mississippi to map the availability of child care for welfare recipients and conduct interviews with users and providers of low-income child care centers, and post-trip analysis/digitizing of the data and writing of op-eds. The course is designed in conjunction with a local advocacy organization, Mississippi Low-Income Child Care Initiative

HIST BC3598 Black Left Feminism and Anti-Colonial Liberation Move. 4.00 points.

This course examines the theory and practice of transnational Black feminism in a context of radical anti-colonial movements. It examines the US Black Power movement, struggles for independence in the Caribbean, the British Black women's movement, the anti apartheid movement, Black women's migrant labor, and Black women's struggle for independence in the Pacific, to consider how revolutionary moments nurtured feminist organizing and how Black feminists articulated and put into practice anti-colonialism, national independence, and radical transformation. We will examine the relationship between Black feminism, Marxism, grassroots organizing, and movement building, nationally and transnationally, from the 1940s-1980s

HIST BC3599 REMEMBERING SLAVERY: CRITIQUING MODERN REPRESENTATIONS OF THE PECULIAR INSTITUTION. 4.00 points.

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 BC3658 JEWISH TALES FROM FOUR CITIES: THE IMMIGRANT EXPERIENCE IN NEW YORK, BUENOS AIRES, PARIS, AND LONDON. 4.00 points.

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 2024-2025 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 2024-2025 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required. A general background on Latin America recommended but not absolutely required. Course limited to 15 students.

Latin America has long been characterized by extreme and enduring inequalities - of class, income, race, and ethnicity. Examines patterns of inequality from different disciplinary perspectives, both historically and in the present. Examines not only causes and solutions but how scholars have approached inequality as an intellectual problem.

HIST BC3670 SEEKING ASYLUM. 4.00 points.

Note: This course meets as a lecture but it is a seminar.

Prerequisites: NA This seminar explores the roots of and responses to the contemporary refugee crisis at the U.S.-Mexico border. We examine the historical factors that are propelling people, including families and unaccompanied minors, to flee the so-called Northern Triangle of Central America (El Salvador, Honduras, Guatemala); the law and politics of asylum that those seeking refuge must negotiate in the U.S.; and the burgeoning system of immigration incarceration that detains ever-greater numbers of non-citizens. The course is organized around a collaboration with the Dilley Pro Bono Project, an organization that provides legal counsel to detainees at the country's largest immigration detention prison, in Dilley, Texas

HIST BC3672 Perspectives on Power in 20th Century Latin America. 4 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I), BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC3682 Work # Citizenship in 20th-Century Latin America. 4.00 points.

This seminar focuses on the relationship between workers and the state in 20th century Latin America, a period characterized by the recognition of labor unions, the codification of labor laws, the expansion of social and economic rights, and the establishment of welfare regimes. Throughout the course, students will get acquainted with some of the key problems, concepts, and methods through which historians and, to a lesser extent, social scientists have probed such relationship and studied such processes. More concretely, we will examine the class, racial, and gender dynamics that gave shape to labor movements, labor laws, and welfare regimes; a variety of political experiments to court workers, regulate labor, and expand the scope of citizenship; and, finally, the transformations brought about by neoliberalism at the end of the century. Knowledge of Spanish or Portuguese is welcome, but not mandatory

Fall 2025: HIST BC3682

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3682	001/00344	T 4:10pm - 6:00pm 405 Barnard Hall	Alfonso Salgado	4.00	8/15

HIST BC3692 ANARCHISM: A GLOBAL HISTORY. 4.00 points.

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 BC3761 CHILDHOOD AND YOUTH IN AFRICAN HISTORY. 4.00 points.

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 BC3763 Children and Childhood in African History. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 BC3770 African Communities in New York, 1900 to the Present. 4.00 points.

This class explores the history of voluntary migrations from Africa to the United States over the course of the 20th century. This course is designed as a historical research seminar that is open to students with prior coursework in African Studies, Africana Studies, Race and Ethnic Studies, or History. Thematically the course dwells at a point of intersection between African history, Black History, and Immigration History. As part of the Barnard Engages curriculum, this class is collaboratively designed with the Harlem-based non-profit organization, African Communities Together. The aim of this course is to support the mission of ACT by producing a historically grounded digital advocacy project. The mission of ACT is to empower immigrants from Africa and their families to integrate socially, advance economically, and engage civically. To advance this mission, ACT must confront the reality that in the current political moment new legal, political, and social barriers are being erected to the integration, advancement, and engagement of African immigrants on a daily basis. As immigrants, as Black people, as Africans, and often as women, low-income people, LGBT people, and Muslims, African immigrants experience multiple intersecting forms of marginalization. Now more than ever, it is critical that African immigrants be empowered to tell their own stories—not just of persecution and suffering, but of resilience and resistance

Fall 2025: HIST BC3770

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3770	001/00882	W 2:10pm - 4:00pm 318 Milbank Hall	Abosede George	4.00	6/15

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 2024-2025 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 BC3776 MAPPING AFR Migrations. 4.00 points.
*In this course, we will be studying African migrations to Africa, and within the continent, in the 19th and 20th centuries. We will be reading scholarly works on spatial history, African migrations, and ‘Back-to-Africa’ movements. *We will also be analyzing primary sources on African migrations, which shall form the bases of a series of digital scholarship workshops. These workshops will cover mapping with ArcGIS, translating qualitative knowledge into quantitative data, and effective digital storytelling

HIST BC3788 GENDER,SEXUALITY,POWER,AFRICA. 4.00 points.
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 the Pepperfarm to the Megacity. 4.00 points.
Not offered during 2024-2025 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.
Lagos: The City Is... the unofficial capital of Nigeria the go-slow capital of the world Rem Koolhaas’ planning mystery George Packer’s mega-city nightmare Above all, as social scientist Margaret Peil once said, Lagos: The city is the people. At last count, over 15 million people to be (in)exact which makes Lagos the second most densely populated city in Africa. How does a city like Lagos come into being? What are its origins? What is its history in regional, continental, and global context? How does it ‘work’ and what work does it do for our understandings of cities, urbanization, urbanism, colonialism, globalization, trans-nationalism, and the spatial factor in Africanist historical analyses? This course examines the many Lagos that have existed over time, in space, and in the imagination from the city’s origins to the 21st century. This is a reading, writing, viewing, and listening intensive course. We will be reading 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 mega-city

HIST BC3805 Caste, Power, and Inequality. 4 points.
Not offered during 2024-2025 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 BC3823 RACE/RACISM/ANTIRACISM: STUDIES IN GLOBAL THOUGHT. 4.00 points.
RACE/RACISM/ANTIRACISM: STUDIES IN GLOBAL THOUGHT Recent protests against racial violence erupting across the United States have demanded that the United States address systemic injustice entrenched in its national history. The Black Lives Matter movement has extended still further, inciting communities across the globe to raise their voices against discrimination and inequality. Rather than viewing the United States— and the north Atlantic, more generally — through an exceptionalist lens, this seminar draws on the strong transnational resonance of the Black Lives Matter movement and the compelling responses of global communities across distinct demographics and colonial histories to decenter the historical origins of race thinking and provincialize its conceptual centrality as a first step in understanding its reach and relevance as a global signifier of “difference” today. How might we develop critical studies of race and racism that are truly global and extend beyond the historical experience of the North Atlantic, and North America in particular? Might we consider the concept history of race, commonly associated with the Atlantic World and plantation slavery as a form of historical difference proximate to other practices of social hierarchy and distinction across the modern world? How can scholarship that addresses questions of black vitality, fugitivity and Afropessimism engage productively and rigorously with questions of colonial servitude and postcolonial sovereignty that emanates from anticaste thought, ideas of Islamic universality, Pan-Africanism, or heterodox Marxisms? An exercise in comparative thinking, this seminar will function as an interstitial home for intellectual engagements in both the Global South and North, excavating linkages between injustices perpetrated through divisions of race, caste, and minority status, as well as the conceptual innovations born from struggles against them. We are explicitly focused on the relationship between worldmaking and concept formation. Questions of historical comparison and conceptual convergence are important. So, too the forms of sociopolitical solidarity and political utopias that have arisen as a consequence of struggles against enslavement and imperialism. Every seminar session will open with a twenty-minute discussion about political and social historical contexts. However, this is a course focused on the close and careful reading of ideas and concepts in a manner similar to courses in the history of ideas and/or political thought

Spring 2025: HIST BC3823

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3823	001/00850	M 4:10pm - 6:00pm 308 Diana Center	Maia Ramnath-Christiansen	4.00	7/15

HIST BC3825 RACE, CASTE, AND THE UNIVERSITY: B. R. AMBEDKAR AT COLUMBIA. 4.00 points.

B. R. Ambedkar is arguably one of Columbia University's most illustrious alumni, and a democratic thinker and constitutional lawyer who had enormous impact in shaping India, the world's largest democracy. As is well known, Ambedkar came to Columbia University in July 1913 to start a doctoral program in Political Science. He graduated in 1915 with a Masters degree, and got his doctorate from Columbia in 1927 after having studied with some of the great figures of interwar American thought including Edwin Seligman, James Shotwell, Harvey Robinson, and John Dewey. This course follows the model of the Columbia University and Slavery course and draws extensively on the relevant holdings and resources of Columbia's RBML, [Rare Books and Manuscript Library] Burke Library (Union Theological Seminar), and the Schomburg Center for Research in Black Culture among others to explore a set of relatively understudied links between Ambedkar, Columbia University, and the intellectual history of the interwar period. Themes include: the development of the disciplines at Columbia University and their relationship to new paradigms of social scientific study; the role of historical comparison between caste and race in producing new models of scholarship and political solidarity; links between figures such as Ambedkar, Lala Lajpat Rai, W. E. B. Du Bois and others who were shaped by the distinctive public and political culture of New York City, and more. This is a hybrid course which aims to create a finding aid for B. R. Ambedkar that traverses RBML private papers. Students will engage in a number of activities towards that purpose. They will attend multiple instructional sessions at the RBML to train students in using archives; they will make public presentations on their topics, which will be archived in video form; and students will produce digital essays on a variety of themes and topics related to the course. Students will work collaboratively in small groups and undertake focused archival research. This seminar inaugurates an on-going, multiyear effort to grapple with globalizing the reach and relevance of B. R. Ambedkar and to share our findings with the Columbia community and beyond. Working independently, students will define and pursue individual research projects. Working together, the class will create digital visualizations of these projects

HIST BC3830 BOMBAY/MUMBAI AND ITS URBAN IMAGINARIES. 4.00 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preregistration required.

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

HIST BC3842 Subaltern Urbanism: South Asia. 3.00 points.

This course asks how spatial politics intersect with economic inequality and social difference. The course draws on the convergent yet distinct urban trajectories of cities in the global South (Bangalore; Bombay/Mumbai; Lahore; New Delhi; Dhaka) as an enabling location for exploring broader questions of comparative and global urbanism from an explicitly South-South perspective. That is, we ask how distinct yet connected urban forms might force us to alter our approaches to the city; approaches that are largely drawn from modular Euro-American paradigms for understanding urbanization as coeval with modernity, as well as industrialization. We do so in this seminar by focusing on people and practices—subaltern urbanity (and on those whose labor produced the modern city), as well as on spatial orders—the informal or unintended city—to ask the question: “what makes and unmakes a city?” How might questions about built form, industrialization, capital flows, and social life and inhabitation that takes the perspective of “city theory from the Global South” shed new understanding on the history of the city, the extranational frames of colonial modernity, and the ongoing impact of neoliberalism? How can we rethink critical concepts in urban studies (precarity, spatial segregation, subalternity, economies of eviction, urban dispossession) through embedded studies of locality and lifemaking?

HIST BC3861 Body Histories: The Case of Footbinding. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 BC3864 Feast/Famine: Food Environment China. 4.00 points.

Food has always been a central concern in Chinese politics, religion, medicine, and culture. This course takes an ecological approach to the provision, preparation, and consumption of food in Chinese history, from the Neolithic times to the post-socialist era today. In examining Chinese approaches to soil fertility, healthy diet, and culinary pleasures, we explore alternative food systems for a more sustainable future

Spring 2025: HIST BC3864

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3864	001/00298	T 4:10pm - 6:00pm 912 Milstein Center	Dorothy Ko	4.00	15/15

HIST BC3866 Fashion in China. 3 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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# MIGRATN:GLOBAL PERSPC. 4.00 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

Spring 2025: HIST BC3870

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00842	W 9:00am - 10:50am 119 Milstein Center	Jose Moya	4.00	10/14

Fall 2025: HIST BC3870

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00366	W 9:00am - 10:50am 318 Milbank Hall	Jose Moya	4.00	5/15

HIST BC3879 Feminist Traditions in China. 4 points.

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 academic year.

Prerequisites: Not offered 2008-09. \nPermission of the instructor. Enrollment limited to 15. Preregistration required.

HIST BC3904 INTRO HISTRCAL THEORY# METHOD. 4.00 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

HIST BC3905 Capitalism, Colonialism, and Culture: A Global History. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15. Preference to upper-class students. 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. 4.00 points.

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; paternity; new reproductive technologies

Fall 2025: HIST BC3910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3910	001/00367	M 12:10pm - 2:00pm 214 Milbank Hall	Nara Milanich	4.00	10/15

HIST BC3953 Anarchism: A Global History. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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 BC3978 Development Economics, Democracy & Revolution in the 20th Century. 4.00 points.

After World War II, the question of the development of so-called underdeveloped countries became an international priority. The timing was not casual: the demise of the colonial empires and the birth of new countries propagated the ideals of modernization worldwide. Moreover, in a world divided between two superpowers, the fate of less developed countries became a matter of foreign policy concern in the developed ones. Since then, development has become a major challenge for the contemporary world. The new relevance of the issue has also prompted, in the years after World War II, the birth of a new disciplinary field, namely, development economics, which is increasingly at the core of the economics profession, as demonstrated by the Nobel prizes in Economics to W. Arthur Lewis in 1979, to Amartya Sen in 1998, and to Abhijit Banerjee, Esther Duflo and Michael Kremer in 2019, as well as the work on development of other prominent economists such as Dani Rodrik, William Easterly, Jeffrey Sachs, and Nobel laureate Joseph Stiglitz. This seminar will explore the trajectory of the idea of development from World War II to the present, with a particular focus on how it has been discussed within the disciplinary field of development economics. We will discuss how different analyses of development processes—how they can be put in motion, how they evolve, and what are their potential outcomes—have intersected debates about dynamics of social and economic change, how the whole development field has been interpreted alternatively as a progressive endeavour or an ideological construct fostering a neocolonial agenda, and how development policies have been judged to strengthen democratic institutions or, on the contrary, as a mechanism reinforcing domestic and international inequality, to be opposed with revolution. Although the focus of this seminar will be on understanding the history of development rather than shaping its future, graduate students from outside of history (including business, anthropology, political science, economics, human rights, law, sociology, and area studies) are welcomed to register, as this is a topic that would benefit greatly from an interdisciplinary perspective

Fall 2025: HIST BC3978

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3978	001/00509	T 9:00am - 10:50am 912 Milstein Center	Michele Alacevich	4.00	12/15

HIST BC3999 INDEPENDENT STUDY. 1.00-4.00 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

Spring 2025: HIST BC3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3999	002/00944		Lisa Tiersten	1.00-4.00	1/5

Cross-Listed Courses

CU History

Human Rights Studies

Department Website: <http://humanrights.barnard.edu/>

Department Assistant: Maia Bernstein, mbernste@barnard.edu

Office Location: 326 Milbank Hall

Office Phone Number: 212-854-4689

Department Email Address: humanrights@barnard.edu

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 institutions over the past half century, but more importantly the daunting theoretical and practical challenges that still remain. Human Rights Studies at Barnard is an interdisciplinary program, a joint major that combines the study of human rights with a complementary disciplinary, regional or other expertise at the choice of each student. These options include but are not limited to Africana Studies, American Studies, Anthropology, Asian and Middle Eastern Cultures, Comparative Literature, English, French, German, History, Italian, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women's Studies.

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: Timothy Vasko (Assistant Professor, Religion & Human Rights)

J.C. Salyer (Assistant Professor of Practice, Anthropology & Human Rights), on leave 2025-2026

Term Assistant Professor: Widney Brown

Term Assistant Professor: Jennifer Trowbridge

Adjunct Lecturer: Martin Flaherty

Committee on Human Rights Studies: Elizabeth Bernstein (Women's Studies), Alex Cooley (Political Science), Ayten Gündoğdu (Political Science), Rachel McDermott (Asian and Middle Eastern Cultures), Anupama Rao (History), 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), Kaiama Glover (French), Larry Heuer (Psychology), Janet Jakobsen (Women's Studies), Brian Larkin (Anthropology/Africana Studies), Xiaobo Lü (Political Science), Kimberly Marten (Political Science), José Moya (History), Jonathan Rieder (Sociology)

Requirements for the Combined Major

A minimum of six courses (with a minimum of 18 credits) in the Human Rights Program, including one introductory course (either HRTS BC1025 HUM RGTS IN THEORY# PRACTICE or HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS); at least two 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.

Introductory Courses:

HRTS BC1025	HUM RGTS IN THEORY# PRACTICE
HRTS UN3001	INTRODUCTION TO HUMAN RIGHTS

Designated Core Courses:

POLS UN3002	HUMAN RIGHTS # IMMIGRATION	4.00
HRTS BC3099	INDEPENDENT STUDY II	1-4
POLS UN3173	Power, Rights, and Social Change: Achieving Justice	4
HRTS UN3190	INT'L HUMAN RIGHTS LAW	3
POLS BC3254	FIRST AMENDMENT VALUES (T 4:10-6:00pm)	3
POLS UN3285	FREEDOM OF SPEECH # PRESS	3
HRTS BC3360	Our Bodies and the Struggle to Define Personal Autonomy	4.00
POLS BC3410	COLLOQUIUM ON HUMAN RIGHTS IN A DIVERSE WORLD (M 2:10-4:00pm)	4
POLS BC3521	CIVIL RIGHTS #CIVIL LIBERTIES	3
HRTS BC3601	INTL LAW # U.N. IN PRACTICE	4
HIST BC3670	SEEKING ASYLUM	4.00
RELI UN3671	Religion and Human Rights	4.00
HRTS BC3850	HUMAN RIGHTS # PUBLIC HEALTH	4
HRTS BC3851	Human Rights # Public Health: Advanced Seminar	4.00
HRTS BC3855	Religion, Social Justice, and Human Rights	4
HRTS BC3900	Inequality and Rights	4
ANTH BC3911	SOCIAL CONTEXTS IMMIGRATN LAW	4
ANTH BC3913	Inequalities: Race, Class, Gender and Sexuality in U.S. Law and Society	4
HRTS BC3931	SOC JUSTICE # HUM RIGHTS	3
ANTH BC3932	CLIM CHNG/GLOBAL MIGR/HUM RGT	4
HRTS UN3933	Mobilities: Migration and Disabilities	4.00
HRTS UN3934	Seeking Sanctuary in New York City	5.00
HRTS BC3935	Power, Politics, and Procedure in US Immigration Court	5.00
HRTS UN3936	Human Rights and Social Justice in NYC	5.00
SOCI UN3937	Sociology of Human Rights	4
HRTS UN3940	History of Human Rights	3.00
HRTS UN3960	Refugees, Rights, and Representation	3.00
HRTS UN3970	Introduction to Genocide Studies	3.00

HRTS GU4011	Indigenous Rights and Settler Colonialism in North America	3.00
HRTS GU4185	HUMAN RIGHTS AND GLOBAL ECONOMIC JUSTICE	3
HRTS GU4195	Topics in History, Memory and Transitional Justice	3
HRTS GU4210	Equality, Identity and Rights	3.00
HRTS GU4215	NGOs # THE HUMAN RIGHTS MOVEMENT	3
HRTS GU4230	REFUGEES, FORCED MIGR # DISPLACEMENT	3
HRTS GU4260	Human Rights and Populism	3.00
HRTS GU4270	SOCIAL MEDIA AND HUMAN RIGHTS	3
HRTS GU4300	ECON#SOC RTS:POL/PRAC	3
HRTS GU4340	Human Rights Accountability & Remedies	3
HRTS GU4360	Menstruation, Gender, and Rights: Interdisciplinary Approaches	3
HRTS GU4380	Advocacy for Socio-Economic Rights	3
HRTS GU4400	SEXUAL ORIENT,GENDR ID,HUM RTS	3
HRTS GU4460	Climate Justice	3.00
CSEER GU4484	CULTURAL RIGHTS AS HUM RIGHTS	4
HRTS GU4500	SOCIO-ECONOMIC RIGHTS	3
CLEN GU4550	NARRATIVE AND HUMAN RIGHTS	3
HRTS GU4600	HUMAN RIGHTS IN ANTHROPOCENE	3
HRTS GU4650	CHILDREN'S RIGHTS ADVOCACY	3
HRTS GU4700	Ethical Dilemmas in Healthcare: A Human Rights Approach	3
HRTS GU4810	RELIGION AND HUMAN RIGHTS	3
HRTS GU4850	Beyond Human Rights Critique	3.00
HRTS GU4880	HUMAN RIGHTS IN THE UNITED STATES	3
HRTS GU4900	UN HUMAN RIGHTS BODIES:IMPACT-REFORM-ADV	4
HRTS GU4910	Children's Rights, Armed Conflict, and Peacebuilding	3
HRTS GU4915	HUMAN RIGHTS # URBAN PUB SPACE	3
HRTS GU4930	INT'L HUMANITARIAN LAW/HUM RGTS	4
HRTS GU4940	Human Rights and Education	3.00
HRTS GU4950	HUMAN RIGHTS # HUMAN WRONGS	3
HRTS GU4955	Narrative and Representation in Post-Conflict Societies	3
HRTS GU4965	Gender-Based Violence # Human Rights	3.00
HRTS GU4970	Refugees, Citizenship, Migration	3.00
HRTS GU4975	Borders, Surveillance, Rights	3.00
HRTS GU4995	Education in Conflict Zones	4.00

Introductory Courses

HRTS BC1025 HUM RGTS IN THEORY# PRACTICE. 3.00 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 2025: HRTS BC1025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 1025	001/00158	T Th 4:10pm - 5:25pm LI003 Barnard Hall	Widney Brown	3.00	61/60

Fall 2025: HRTS BC1025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 1025	001/00011	T Th 11:40am - 12:55pm 418 Barnard Hall	Widney Brown	3.00	57/60

HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS. 3.00 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 2025: HRTS UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3001	001/10242	M W 2:40pm - 3:55pm 104 Jerome L Greene Hall	Andrew Nathan	3.00	130/150

Core Courses

POLS UN3002 HUMAN RIGHTS # IMMIGRATION. 4.00 points.

Not offered during 2024-2025 academic year.

Examination of human rights within the context of international migration. The course covers topics such as citizenship, state sovereignty, border control, asylum-seekers, refugees, and undocumented immigrants

HRTS BC3099 INDEPENDENT STUDY II. 1.00-4.00 points.

Independent Study in Human Rights

Spring 2025: HRTS BC3099

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3099	001/00937		J.C. Salyer	1.00-4.00	1/5
HRTS 3099	002/00938		Maja Horn	1.00-4.00	1/5
HRTS 3099	003/00955		Widney Brown	1.00-4.00	1/5

POLS UN3173 Power, Rights, and Social Change: Achieving Justice. 4 points.

This lecture course, accompanied by its weekly discussion section, will introduce students to the field of justice. It will combine an intellectual history of conceptions of justice and modes of political change with an exploration of the main areas of public interest and advocacy. The course is intended to serve as a bridge from the Columbia Core to present issues of social justice. Throughout, the discussion will question how we—contemporary subjects and citizens—can improve our social and political condition and achieve justice.

HRTS UN3190 INT'L HUMAN RIGHTS LAW. 3.00 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

Spring 2025: HRTS UN3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/14152	W 6:10pm - 8:00pm 613 Hamilton Hall	Christian De Vos	3.00	23/22

Fall 2025: HRTS UN3190

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3190	001/10376	T 6:10pm - 8:00pm 311 Fayerweather	Belinda Cooper	3.00	19/22

POLS BC3254 FIRST AMENDMENT VALUES. 3.00 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. Prerequisites: POLS W1201 or an equivalent. Not an introductory course. Not open to students who have taken the colloquium POLS BC3302. 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 2025: POLS BC3254

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3254	001/00329	M 4:10pm - 6:00pm 323 Milbank Hall	Paula Franzese	3.00	59/60

POLS UN3285 FREEDOM OF SPEECH # PRESS. 3.00 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 2025: POLS UN3285

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3285	001/14101	T Th 2:40pm - 3:55pm Cin Alfred Lerner Hall	Lee Bollinger	3.00	187/199

HRTS BC3360 Our Bodies and the Struggle to Define Personal Autonomy. 4.00 points.

One of the most hotly debated issues of today is the extent to which the state can legitimately dictate or impinge on one's bodily autonomy. This is a long-running debate in the area of sexual and reproductive rights, but also is relevant to such current debates as the right to die / right to death with dignity; the right to use drugs for recreational or ritual purposes; engaging in hunger strikes as a protected form of freedom of expression; and the debate about whether the state can mandate vaccines. It is a debate that is highly gendered but also raises questions about how political power and socio-economic status influences how governments act on individuals and communities

POLS BC3410 COLLOQUIUM ON HUMAN RIGHTS IN A DIVERSE WORLD. 4.00 points.

Prerequisites: POLS V1013 or W3001 or the equivalent. Admission by application through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus.

Examination of human rights within the context of international migration. The course covers topics such as citizenship, state sovereignty, border control, asylum-seekers, refugees, and undocumented immigrants. (Cross-listed by the Human Rights Program.)

Fall 2025: POLS BC3410

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3410	001/00853	T 11:00am - 12:50pm 119 Milstein Center	Ayten Gundogdu	4.00	11/12

POLS BC3521 CIVIL RIGHTS #CIVIL LIBERTIES. 3.00 points.

Prerequisites: POLS W1201 or the equivalent. 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. Barnard syllabus. 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 2025: POLS BC3521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3521	001/00008	M 4:10pm - 6:00pm 418 Barnard Hall	Paula Franzese	3.00	35/60

HRTS BC3601 INTL LAW # U.N. IN PRACTICE. 4.00 points.

Prerequisites: POLS UN1601 or HRTS UN3001

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.)

Spring 2025: HRTS BC3601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3601	001/00374	M 2:10pm - 4:00pm 140 Horace Mann Hall	Martin Flaherty	4.00	22/27

HIST BC3670 SEEKING ASYLUM. 4.00 points.

Note: This course meets as a lecture but it is a seminar.

Prerequisites: NA This seminar explores the roots of and responses to the contemporary refugee crisis at the U.S.-Mexico border. We examine the historical factors that are propelling people, including families and unaccompanied minors, to flee the so-called Northern Triangle of Central America (El Salvador, Honduras, Guatemala); the law and politics of asylum that those seeking refuge must negotiate in the U.S.; and the burgeoning system of immigration incarceration that detains ever-greater numbers of non-citizens. The course is organized around a collaboration with the Dilley Pro Bono Project, an organization that provides legal counsel to detainees at the country's largest immigration detention prison, in Dilley, Texas

RELI UN3671 Religion and Human Rights. 4.00 points.

What is the relationship between religion and human rights? How have different religious traditions conceived of “the human” as a being worthy of inherent dignity and respect, particularly in moments of political, military, economic, and ecological crisis? How and why have modern regimes of human rights privileged some of these ideas and marginalized others? What can these complicated relationships between religion and human rights explain some of the key crises in human rights law and politics today, and what avenues can be charted for moving forward? In this class, we will attempt to answer these questions by first developing a theoretical understanding of some of the key debates about the origins, trajectories, and legacies of modern human rights’ religious entanglements. We will then move on to examine various examples of ideas about and institutions for protecting “humanity” from different regions and histories. Specifically, we will examine how different societies, organizations, and religious traditions have addressed questions of war and violence; freedom of belief and expression; gender and sexual orientation; economic inequality; ecology; and the appropriate ways to punish and remember wrongdoing. In doing so, we will develop a repertoire of theoretical and empirical tools that can help us address both specific crises of human rights in various contexts, as well as the general crisis of faith and observance of human rights as a universal norm and aspiration for peoples everywhere

Spring 2025: RELI UN3671

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3671	001/00512	M 12:10pm - 2:00pm 407 Barnard Hall	Timothy Vasko	4.00	14/15

Fall 2025: RELI UN3671

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3671	001/00460	F 2:10pm - 4:00pm 306 Milbank Hall	Timothy Vasko	4.00	9/15

HRTS BC3850 HUMAN RIGHTS # PUBLIC HEALTH. 4.00 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

Fall 2025: HRTS BC3850

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3850	001/00421	T 4:10pm - 6:00pm 227 Milbank Hall	Widney Brown	4.00	22/20

HRTS BC3851 Human Rights # Public Health: Advanced Seminar. 4.00 points.

As we face the triple threats of inequalities, climate change, and a pandemic, the dignity and well-being of many people are under attack or at imminent risk. Exploring several specific issues through the lens of human rights principles and public health standards will provide students with a strong analytic framework for understanding the challenges of and potential for systemic change to address these threats. Specifically, we will be looking at disparate health impacts and how to understand what drives the disparities; intellectual property laws and how they apply during a global crisis; the double-edged sword of digital technology particularly as it applies to health surveillance; the strengths and weaknesses of a biomedical model dominating the public health discourse; and, the politization of health policy. Specifically, we will explore systems of oppression that drive inequalities and lead to disparate health outcomes; the lack of a transnational accountability framework to address both climate change and the rights of those most impacted by it; and how a corporate-driven intellectual property regime has put access to essential medicines, including vaccines, beyond the reach of people living in poverty. Finally, looking at reports ripped from the headlines, we will look at how the COVID-19 pandemic has thrown open the door to widespread digital surveillance with few safeguards to protect privacy rights or to address the biases in many of the algorithms driving this technology

Spring 2025: HRTS BC3851

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3851	001/00159	T 12:10pm - 2:00pm 113 Milstein Center	Widney Brown	4.00	20/20

HRTS BC3855 Religion, Social Justice, and Human Rights. 4 points.

This seminar will provide students with the concepts and methodologies necessary to assess some of the different, often ambiguous, roles that the world’s major religions play in contemporary international affairs, notably in relation to poverty alleviation and human rights abuses in general as well as to the use of violence and community relations.

HRTS BC3900 Inequality and Rights. 4 points.**ANTH BC3911 SOCIAL CONTEXTS IMMIGRATION LAW. 4.00 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

Spring 2025: ANTH BC3911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3911	001/00642	M 10:10am - 12:00pm 113 Milstein Center	J.C. Salyer	4.00	21/21

Fall 2025: ANTH BC3911

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3911	001/00968	M 12:00pm - 1:50pm 912 Milstein Center	Juliana Valente	4.00	10/20

ANTH 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 BC3931 SOC JUSTICE # HUM RIGHTS. 3.00 points.

Corequisites: Students must have an internship related to social justice or human rights during

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

Fall 2025: HRTS BC3931

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3931	001/00424	Th 2:10pm - 4:00pm 119 Milstein Center	Widney Brown	3.00	14/20

ANTH BC3932 CLIM CHNG/GLOBAL MIGR/HUM RGT. 4.00 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

Spring 2025: ANTH BC3932

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3932	001/00643	M 2:10pm - 4:00pm 113 Milstein Center	J.C. Salyer	4.00	19/23

HRTS UN3933 Mobilities: Migration and Disabilities. 4.00 points.

In this course students will work in an applied setting to learn about issues that impact asylum seekers with disabilities in a real-world context in cooperation with asylum lawyers from the International Refugee Assistance Project (IRAP). In essence, IRAP will be our "client" and our class projects and assignments will take the form of research projects that produce materials that will be of assistance to immigration lawyers representing asylum seekers with disabilities. In collaboration with IRAP, we will produce reports addressing the challenges faced by asylum seekers with disabilities from Central America. Specifically, students will work in teams to research country conditions issues relating to the challenges faced by people with impairments and disabilities in Central America and in Mexico. Through a series of individual and team assignments students will prepare a report and presentation to be submitted to IRAP at the end of the semester

HRTS UN3934 Seeking Sanctuary in New York City. 5.00 points.

In a renewed age of anti-immigrant fervor, the last few years have seen attention focused on people seeking asylum – the process under international law by which people fleeing persecution can seek protection in a country not of their citizenship. New York has become a particular flashpoint with a large influx of asylum seekers, most of them from Latin America. Often, they have arrived on buses sent here by southern governors intending to make the border "problem" that of a so-called "sanctuary city." How has New York responded? And how does this fit into the city's long history of refuge? This course will offer students an introduction to the theory, ethics, and history of the idea of international protection. We will look specifically at how Latin American citizens have engaged with the US asylum system over time and how this engagement has changed the shape of US immigration laws. We will study the origins of the ideas of international protection, who is understood to qualify and why, how the system has changed over time, and what these developments mean for a broader understanding of human rights across borders. We will also take a critical look at asylum, examine ideas of deservingness and innocence and their intersection with categories of race, class and gender, and question what it means for certain people to be constructed as victims and others to be seen as not eligible – or worthy – of protection. This is an engaged pedagogy course. The class will be organized around a close collaboration with a NY legal organization that has taken on the work of representing many asylum seekers in the city. Students will learn the complexities of US asylum law and will work collectively to use this knowledge, while developing their research skills, to put together reports to be used in active asylum cases

Spring 2025: HRTS UN3934

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3934	001/00160	F 10:10am - 12:00pm 113 Milstein Center	Jennifer Trowbridge	5.00	20/20
HRTS 3934	001/00160	T 2:10pm - 4:00pm 113 Milstein Center	Jennifer Trowbridge	5.00	20/20

Fall 2025: HRTS UN3934

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3934	001/00429	W F 10:10am - 12:00pm 111 Milstein Center	Jennifer Trowbridge	5.00	18/20

HRTS BC3935 Power, Politics, and Procedure in US Immigration Court. 5.00 points.

Immigration court has been described as akin to trying death penalty cases in traffic court. With a backlog of over two million cases and counting, judges have impossibly full dockets, cases get continued at the last minute, and many people are left to their own devices to try to make sense of what their options might be to stay in the United States. A key part of this confusion is because immigration court – though the stakes of decisions are as high as can be – is civil, not criminal. Given this, individuals are not guaranteed the right to a court appointed attorney. New York City, however, has been on the forefront of trying to remedy at least this part of the equation, piloting a unique program to guarantee representation to New Yorkers facing removal proceedings. While having access to an attorney can make a meaningful difference, immigration judges still enjoy wide discretion in how they decide a given case. The core idea of this course is that there is a real utility to observing immigration court, both for research and for contributing to social change. This course will center around a practice of court watching in immigration court in order to develop a scholarly analysis of systems, institutions, and the functioning (or not) of the law. At the same time, this court watching practice will also involve the systematic collection of qualitative data that may be directly useful to immigration attorneys and their clients in their perpetual effort to hold immigration courts accountable and create as fair as possible of a playing field that upholds the basic principles of human rights. To that end, in this class we will study how to conduct courtroom observations, drawing from different methodological approaches and findings, study the idea, history, and critiques of immigration law from across disciplines, and conduct extensive, in depth, immigration court watching. We will partner with local legal services organizations in order to sharpen our sense of what kinds of data is useful for their specific legal interventions and to ensure that the data that we do collect and interpret can become part of a larger project to hold courts accountable. This course will offer students a unique opportunity to see how rigorous social science research and analysis can have real impacts in the world beyond the classroom, and how those two realms, through collaboration, can mutually contribute to advancing social change. They will learn first-hand how the careful application of qualitative research can reveal and sometimes remedy real world situations of structural injustice. This is an engaged pedagogy course. The class will be organized around a close collaboration with a local legal services provider that represents immigrants in court in New York City. Students will learn the complexities of US immigration law and will work collectively, with the local organization, to develop data that could be useful in broader efforts to reform the process by which immigration claims are adjudicated

HRTS UN3936 Human Rights and Social Justice in NYC. 5.00 points.

This seminar and engaged pedagogy course is centered around close collaboration with a community-based organization in New York City. We will divide our time between an intellectual study of the history, theory, and practice of human rights protections, and address the semester’s specific topic as it is unfolding locally and nationally, in real time. As an engaged pedagogy course, the academic and project-based work will be conducted in conjunction with, and for the benefit of, an organization involved in local social justice work. The course is therefore fundamentally designed around the lives, experiences, and needs of real people in New York City and the organizations dedicated to advancing their demands. Our partner organizations serve the needs of their members or clients in various ways, including but not limited to: legal representation, public policy advocacy, rights’ campaigns, and educational outreach. Students will work directly with members and/or clients of these organizations as they draw upon human rights frameworks to make specific demands to ameliorate their circumstances. Ultimately, students will use their academic knowledge, reading and writing skills, and newly-gained on-site experience to complete a specific project intended to further the causes and needs of the community-based organization and its members

Spring 2025: HRTS UN3936

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3936	001/00722	T Th 10:10am - 12:00pm 214 Milbank Hall	Jennifer Trowbridge	5.00	20/20

SOCI UN3937 Sociology of Human Rights. 4.00 points.

Sociology came to the study of human rights much later than law, philosophy, or political science. In this course, you’ll learn (1) what constitutes a sociology of human rights and (2) what sociology, its classics, and its diverse methods bring to the empirical study and theory of human rights. We’ll explore the history, social institutions and laws, ideas, practices, and theories of human rights. We’ll become familiar with the social actors, social structures, and relationships involved in practices such as violation, claims-making, advocacy, and protection. We’ll consider how social, cultural, political, and economic forces affect human rights issues. We’ll learn about the questions sociologists ask, starting with the most basic (but far from simple) question, “what is a human right?” We’ll tackle key debates in the field, considering – for instance – whether human rights are universal and how human rights relate to cultural norms/values, national sovereignty, and national security. Finally, we’ll apply the concepts we’ve learned to a wide range of issues (ex: how racial, ethnic, gender, and other social inequalities relate to human rights), rights (ex: LGBTQ rights, the rights of laborers, the rights of refugees), and cases (ex: enslavement, the separation of children from their families, circumcision, sterilization, the use of torture). We’ll consider human rights cases in the United States and across the globe, and how events and actions in one place relate to human rights violations in another

HRTS UN3940 History of Human Rights. 3.00 points.

This course provides students with an introduction to the history of human rights as a compelling, contested, and dynamic constellation of discourses, structures, and practices. As a framework for articulating and pursuing justice at local, national, and global levels, human rights in the 21st century draw on the diverse histories of social movements, moral philosophy, legal institutions, and political maneuvers across the modern period. Claimed most frequently when their violation is most egregious, the history of human rights is also a history of wrongs, with the changing nature and scope of oppression serving to provoke different kinds of human rights struggles. Often invoked as timeless and universal standards, the history of human rights demonstrates their basic malleability, both in terms of which rights are recognized and who qualifies as human, and their fundamental contingency, both in terms of the precariousness of any human rights 'victory' and their potential for co-optation in the interests of power. Finally, while this course is primarily concerned with the history of human rights, we will also consider the human rights of history, reflecting on the role of history and historical consciousness in the pursuit for justice. Learning Outcomes Aligned with the critical, historical, and integrative grounding of the course, the objectives for student learning encompass areas of knowledge, skills, and values. They include: Students will analyze the change over time of human rights discourses, institutions, practices. Students will analyze the continuities and discontinuities between historic and contemporary forms of human rights. Students will develop knowledge and understanding of various strategies for promoting human rights deployed by historic actors. Students will develop knowledge and understanding of the role of history and historical consciousness in contemporary efforts to secure human rights. Students will develop their capacity for empathy across difference. Students will orient their own values in relation to the dynamic principles of human rights

Spring 2025: HRTS UN3940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3940	001/11534	M W 2:40pm - 3:55pm 303 Uris Hall	Glenn Mitoma	3.00	54/65

HRTS UN3960 Refugees, Rights, and Representation. 3.00 points.

Given that, according to the UNHCR, there are currently 108.4 million forcibly displaced people worldwide, over 35 million of whom are refugees, it is unsurprising that their predicament preoccupies international lawyers, academics from the social sciences to the humanities, engineers and economists, journalists, policy specialists at NGOs, government officials, artists, tech companies, philanthropists, and, most significantly, displaced persons themselves. This seminar asks how these different actors draw on specific discourses and arguments—technological, scientific, personal, moral, historical—as they construct the figure and the problem of 'the refugee.' We will recognize refugee crises as an issue of urgent public concern as well as an occasion for interrogating how such crises are represented across academic, legal, and cultural conversations. Does displacement caused by personal persecution, natural disasters and climate change, armed conflict, or economic deprivation invite different kinds of international attention or sympathy? Where does the sanctuary promised the citizen end and the hospitality owed the stranger begin? How do contemporary developments in climate science, social media technologies, and big data intersect with discourses on refugees? And if 'the refugee' tells the lie to the nation state's capacity to account for the world's people, what other forms of political and social organization does the refugee live, inspire, create, or warn against? To consider such questions, we will examine political theory, history, anthropology, and philosophy; analyze international legal documents, policy proposals, investigative journalism, and NGO reports; and engage with novels, poetry, film, and photography, among other materials

HRTS UN3970 Introduction to Genocide Studies. 3.00 points.

This course provides students with an introduction to the study of genocide. In this class, we will take a critical approach to understanding genocide, meaning: we will try to avoid easy moralizing and distancing of genocide; we won't take existing legal and political definitions of genocide for granted; and we will think about power in relation to genocide perpetration and prevention. Our strategy will be interdisciplinary, meaning: we will explore the ways historians, psychologist, lawyers, political scientists, and others have tried to understand genocide; and we will reflect on the limits on what and how we can know about genocide as a human experience. This course aspires to be practical and applied, meaning this course fundamentally anti-genocidal in its purpose, and students will have the opportunity to contribute to and/or develop practical efforts commemorate, advocate against, or prevent the perpetration of genocide

Fall 2025: HRTS UN3970

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3970	001/10238	W 10:10am - 12:00pm 616 Martin Luther King Building	Glenn Mitoma	3.00	21/22

HRTS GU4011 Indigenous Rights and Settler Colonialism in North America. 3.00 points.

Course Description This interdisciplinary course explores both the rights of Indigenous people in settler colonies as well as the complex historical and theoretical relationship between human rights and settler colonialism. We will pursue three lines of inquiry. The first critically explores how central political concepts of the international state system—sovereignty, property, territory, self-determination—entwine the histories of settler colonialism and human rights. The second charts the rise and mechanisms of the international Indigenous rights movement, in particular its activity at the United Nations leading to the Declaration on the Rights of Indigenous Peoples in 2007, and its contributions to ongoing debates on environmental and climate justice, group rights, natural resources and territorial autonomy, and cultural rights. The third unit interrogates settler state responses to the movement for Indigenous human rights, such as cooptation, recognition, and apology. Through readings drawn from history, ethnography, political and critical theory, international relations, Native studies, law, and documents produced by intergovernmental organizations and NGOs, we will explore and deepen the tensions between human rights as a theory and practice and the political lives and aspirations of Indigenous peoples and activists. What technologies of rule—such as residential school systems and property law—do settler colonial states deploy to dispossess Indigenous peoples? How have Indigenous peoples used the international human rights regime to mobilize against such dispossession? How have these states resisted the global Indigenous rights movement? And can the human rights regime, rooted in the international state system, meaningfully contribute to anticolonial movements in liberal settler colonies? While we will touch on settler colonialism as it manifests around the globe, the course's geographical focus will be on North America. Course objectives Throughout this course, you will: Develop a historically-informed understanding of both international indigenous rights and settler colonialism as idea, practice, institution, and discourse; Place the literature on human rights and settler colonialism into critical conversation in order to deepen existing conceptual problems and generate new ones; Identify the main arguments in theoretical texts, legal and policy documents, and public debates; Read and think across disciplines to develop arguments that speak to multiple scholarly communities; Produce an original argument in relation to other authors' arguments, and construct and organize an analytical, argumentative paper; Communicate ideas effectively in class discussions and presentations; Bring case studies and questions encountered outside the course into the classroom to challenge or nuance the assigned material

Fall 2025: HRTS GU4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4011	001/10306	Th 12:10pm - 2:00pm 402 Hamilton Hall	Timothy Wyrman-McCarthy	3.00	15/22

HRTS GU4185 HUMAN RIGHTS AND GLOBAL ECONOMIC JUSTICE. 3.00 points.

The world economy is a patchwork of competing and complementary interests among and between governments, corporations, and civil society. These stakeholders at times cooperate and also conflict over issues of global poverty, inequality, and sustainability. What role do human rights play in coordinating the different interests that drive global economic governance? This seminar will introduce students to different structures of global governance for development, trade, labor, finance, the environment, migration, and intellectual property and investigate their relationship with human rights. Students will learn about public, private, and mixed forms of governance, analyze the ethical and strategic perspectives of the various stakeholders and relate them to existing human rights norms. The course will examine the work of multilateral organizations such as the United Nations and the International Financial Institutions, as well as international corporate and non-governmental initiatives

HRTS GU4195 Topics in History, Memory and Transitional Justice. 3 points.

How do societies address their “bad pasts” in order to create “good futures” in the aftermath of conflict, state-sponsored repression, dictatorship, and genocide? Transitional Justice has generated numerous strategic and tactical approaches for redressing often irreparable harms. These include: international criminal tribunals, national or local legal proceedings, truth commissions, restitution, the accurate revision of history, public apologies, the establishment of monuments and museums, and official commemorations.

The aim of this course is to examine and analyze from a historical perspective the characteristics and problems of transitions from non-democratic/dictatorial/totalitarian/criminal political regimes to the beginnings of democracy and civil society. We shall focus on concepts and comparative cases, and current and past transitional justice-related questions, including historical reconciliation. We will study, among others, the experience of Germany at and after the Nuremberg proceedings, transitional justice in Africa, post-Soviet efforts at coming to terms with its Communist past, the ICTY/ICTR/ICC, amnesty and amnesia, and the legacy and memory of genocide and mass political repression. Students will gain a substantive framework for understanding the questions and challenges related to transitional justice today.

HRTS GU4210 Equality, Identity and Rights. 3.00 points.

By connecting law, philosophy, and key human rights cases, this course will examine one of the main dilemmas in human rights theory and practice: the balance between equality and identity in the protection of rights. What forms of equality should be recognized to assure effective rights for all? What forms of identity should be recognized? Can there be effective human rights without an intersectional approach? Should we prioritize redistribution or recognition? What can we learn from cases developed in the UN System, in regional systems of human rights, and in specific countries in Asia, Africa, Latin America, North America, and Europe? How can we be effective human rights defenders in a growingly complex field? With these questions in mind, we will address different possibilities of protecting black women in the U.S. and Brazil, Muslim immigrants in Denmark, Indigenous women in Kenya and Canada, persons with disabilities in Tanzania, mothers with HIV in South Africa, poor workers in the Amazon Forest, abducted children in Argentina, and so forth. Learning objectives: • Overview of how equality in human rights is connected to the recognition of identities, or more specifically, to the recognition of an intersectional approach to rights • Understanding different forms of equality that can be advanced through human rights • Adopting a problem-solving approach to an increasingly complex field of human rights, in order to become more effective human rights advocates • Critically analyzing and getting acquainted with cases in the UN system, the regional systems of human rights, and domestic jurisdictions around the world

Spring 2025: HRTS GU4210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4210	001/11797	M 6:10pm - 8:00pm 613 Hamilton Hall	Daniela Ikawa	3.00	17/22

HRTS GU4215 NGOs # THE HUMAN RIGHTS MOVEMENT. 3.00 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 2025: HRTS GU4215

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4215	001/10313	T 4:10pm - 6:00pm 1102 International Affairs Bldg	Louis Bickford	3.00	19/22

HRTS GU4230 REFUGEES, FORCED MIGR # DISPLACEMENT. 3.00 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 GU4260 Human Rights and Populism. 3.00 points.

This seminar course explores the intersection of human rights and populism, examining how the rise of populist movements, leaders, and ideologies impact democratic institutions, global politics, and the protection of fundamental human rights. Through a multidisciplinary approach, the course evaluates the sociological, economic, and cultural factors driving populist surges, as well as their consequences for civic culture, governance, and international relations. Students will analyze the implications of populism for human rights in the context of migration, authoritarianism, freedom of speech, minorities, and challenges to international and regional courts and institutions. The course will investigate both left-wing and right-wing populist movements, considering the threat they pose to human rights, their pursuit of socio-economic rights through the redistribution of wealth, and how the human rights project could and is being rethought in light of these challenges and opportunities

Fall 2025: HRTS GU4260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4260	001/10307	Th 4:10pm - 6:00pm 609 Martin Luther King Building	Timothy Wyman-McCarthy	3.00	24/22

HRTS GU4270 SOCIAL MEDIA AND HUMAN RIGHTS. 3.00 points.

PRIORITY:HRSMA. GRAD & UNDERGRAD(3&4YR) ON 1ST DAY OF TERM

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

Spring 2025: HRTS GU4270

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4270	001/17676	M 4:10pm - 6:00pm 602 Lewisohn Hall	Ted Perlmutter	3.00	7/22

HRTS GU4300 ECON#SOC RTS:POL/PRAC. 3.00 points.

This course will address economic and social human rights through the lens of what is happening now in the early 21st century, in light of the enormous shifts that have taken place since the modern human rights movement first emerged in the aftermath of WWII. The course will address many of the central debates about economic and social rights and then examine how those debates apply to specific rights and topics including development, health, housing, work, food and education. Throughout, the course will examine how activists and policymakers have responded to all these changes, and ask what might lie ahead for the human rights movement in addressing economic and social rights in a multilateral, globalized world

HRTS GU4340 Human Rights Accountability & Remedies. 3 points. Not offered during 2024-2025 academic year.

Effective remedies for violations of human rights is a core tenet of human rights law. Yet in practice, victims are rarely able to rely on formal accountability mechanisms to deliver remedies. This course examines how advocates combine political, legal and reputational accountability strategies to hold violators accountable where formal enforcement mechanisms are unavailable. The course will look beyond the international criminal legal system, and instead draw on case studies from contexts where the accountability gap is particularly stark: transnational actors who lack direct accountability relationships with rights-holders, including in international development, peacekeeping and corporate activities.

By delving into practical and tactical considerations, students will build an understanding of how various strategies work together to build a successful campaign for accountability that results in remedies for victims. Students will engage in simulated exercises in media advocacy, political lobbying, engaging with the UN human rights system, and public campaigning. Students will learn how to build empowering narratives that shape public opinion, center victims in their work, and nurture transnational partnerships to overcome power differentials. Through discussions grounded in both theory and practice, students will also critically interrogate the practice of human rights advocacy.

HRTS GU4360 Menstruation, Gender, and Rights: Interdisciplinary Approaches. 3.00 points.

The course will explore the contemporary discourse around menstruation in global and local contexts. The recent shift in public discourse around menstruation is crucial because efforts to support menstruators across the lifespan not only confer health benefits but are also part of an enduring project of pursuing gender equality and women's rights. Centering attention on menstrual health resists pernicious social control of women's bodies and recognizes the body as foundational, urgent and politically relevant. This is why menstruation matters: it unites the personal and the political, the intimate and the public, the physiological and the socio-cultural. The course examines gender justice and women's rights through the lens of menstruation, discussing questions of gender stereotyping, transnational feminism, and gender identity. Students will gain an understanding of the relevance of menstruation across different spheres of life combining bio-medical and socio-cultural factors. We will ask: What is the relationship between menstruation, human rights and gender equality? What does it mean to approach menstrual health research from an interdisciplinary perspective? – Over the course of the semester, we will examine different spheres of life, including health, education, equality in the work place, freedom of religion, and cultural rights. In doing so, the course will pay particular attention to the intersection of gender and other markers of inequalities, including disability, socio-economic status, age, caste, and gender identity. The course development is supported by the Provost's Interdisciplinary Teaching Award

HRTS GU4380 Advocacy for Socio-Economic Rights. 3.00 points.

This course will examine practical issues, opportunities, tactics and strategies to advocate for economic and social rights. The course will incorporate central debates about economic and social rights, such as how to identify violators and define state responsibility, whether these rights can be litigated, and how to make implementable recommendations for change, measure implementation and measure impact. The course will also look more in depth at the standards and fulfillment challenges on several of the key rights including health, housing, education, and labor. Throughout the course, you will focus on one economic and social rights topic of your choice. Through the lens of your chosen topic, you will review how organizations and social movements have engaged to affect change on similar issues, and use that research to explore many of the practical skills of advocacy and campaigning: framing recommendations and calls to action; drafting policy briefs; crafting media pitches and social media content; and designing and evaluating an overall advocacy strategy

Spring 2025: HRTS GU4380

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4380	001/11800	T 4:10pm - 6:00pm 201 80 Claremont	Mila Rosenthal	3.00	13/22

HRTS GU4400 SEXUAL ORIENT, GENDR ID, HUM RTS. 3.00 points.
 PRIORITY: HRSMA. GRAD & UNDERGRAD (3&4YR) ON 1ST DAY OF TERM

Debates over the rights of lesbian, gay, bisexual and transgender people have never been more visible in the international arena. Advocates are beginning to have some success in putting sexual orientation and gender identity on the agenda for inclusion in human rights instruments. But in many local and regional contexts, state-sanctioned homophobia is on the rise, from the official anti-gay stance of Russia featured during the Sochi Winter Games to the passage of Mississippi's anti-gay bill and Uganda's anti-homosexuality act. This course examines these trends in relation to strategies pursued by grassroots activists and NGOs and the legal issues they raise, including marriage and family rights, discrimination, violence, torture, sex classification, and asylum. We will also focus on current debates about the relation between sexual rights and gender justice, tensions between universalist constructions of gay/trans identity and local formations of sexual and gender non-conformity, and legacies of colonialism

HRTS GU4460 Climate Justice. 3.00 points.

The unfolding climate emergency occurs at the confluence of three global systems of domination – capitalism, racialized imperialism, and patriarchy. Premised as they are on exploitation, competition, and inequality rather than consideration, cooperation and balance, these systems of domination not only have caused the crisis but are seemingly unable to resolve it. Among the injustices of the contemporary impasse is the likelihood the people who have least benefited from the global (dis)order, and especially minorities in the global south, will be the worst affected casualties of climate change. Encompassing a focus on equity and frameworks for accountability and redress, the human rights paradigm is a useful lens through which to analyze the emergency, exert accountability, and imagine better futures. It is against this backdrop that this interdisciplinary (climate science, law, politics, social science, development studies and anthropology) course on Climate Justice has been introduced to the Human Rights Studies MA program. This 3-credit course addresses contemporary issues in the evolving discourse and epistemology of climate justice. How should we understand the climate emergency from a social justice perspective? What terminologies, discourses and paradigms are useful? How have individuals, non-government organizations and social movements sought to overcome climate change vulnerabilities and advance climate justice? What litigation, law and policy initiatives have been brought, and with what level of success? And what alternative models of living, working and being are conceivable for a more socially, ecologically, and existentially sustainable world?

Spring 2025: HRTS GU4460

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4460	001/11537	T 12:10pm - 2:00pm 507 Philosophy Hall	Jacqueline Dugard	3.00	7/22

CSER GU4484 CULTURAL RIGHTS AS HUM RIGHTS. 4.00 points.

The seminar will situate the historical, legal and political analysis within the context of current debates of human rights theory, cultural relativism, racism, "dialogue among civilizations" the post- September 11th era and the increasingly prominent phenomenon of destruction of cultural heritage. Reviewing international legal instruments, national and international practice, jurisprudence and literature of the last sixty years, and using a multidisciplinary approach, the seminar will explore what cultural rights mean both as individual and as collective human rights, with special references to the rights of minorities and indigenous peoples, women, migrants and other groups, offering a vision for pluricultural democratic and peaceful societies

HRTS GU4500 SOCIO-ECONOMIC RIGHTS. 3.00 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 socioeconomic 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?

Fall 2025: HRTS GU4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4500	001/10186	T 12:10pm - 2:00pm 402 Hamilton Hall	Jacqueline Dugard	3.00	16/22

CLEN GU4550 NARRATIVE AND HUMAN RIGHTS. 3.00 points.

(Lecture). We can't talk about human rights without talking about the forms in which we talk about human rights. This course will study the convergences of the thematics, philosophies, politics, practices, and formal properties of literature and human rights. In particular, it will examine how literary questions of narrative shape (and are shaped by) human rights concerns; how do the forms of stories enable and respond to forms of thought, forms of commitment, forms of being, forms of justice, and forms of violation? How does narrative help us to imagine an international order based on human dignity, rights, and equality? We will read classic literary texts and contemporary writing (both literary and non-literary) and view a number of films and other multimedia projects to think about the relationships between story forms and human rights problematics and practices. Likely literary authors: Roberto Bolaño, Miguel de Cervantes, Assia Djebar, Ariel Dorfman, Slavenka Drakulic, Nuruddin Farah, Janette Turner Hospital, Franz Kafka, Sahar Kalifeh, Sindiwe Magona, Maniza Naqvi, Michael Ondaatje, Alicia Partnoy, Ousmane Sembène, Mark Twain We will also read theoretical and historical pieces by authors such as Agamben, An-Naim, Appiah, Arendt, Balibar, Bloch, Chakrabarty, Derrida, Douzinas, Habermas, Harlow, Ignatieff, Laclau and Mouffe, Levinas, Lyotard, Marx, Mutua, Nussbaum, Rorty, Said, Scarry, Soyinka, Spivak, Williams

HRTS GU4600 HUMAN RIGHTS IN ANTHROPOCENE. 3.00 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 periurban, 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 GU4650 CHILDREN'S RIGHTS ADVOCACY. 3.00 points.

This course is designed to introduce contemporary children's rights issues and help students develop practical advocacy skills to protect and promote the rights of children. Students will explore case studies of advocacy campaigns addressing issues including juvenile justice, child labor, child marriage, the use of child soldiers, corporal punishment, migration and child refugees, female genital mutilation, and LGBT issues affecting children. Over the course of the semester, students will become familiar with international children's rights standards, as well as a variety of advocacy strategies and avenues, including use of the media, litigation, and advocacy with UN, legislative bodies, and the private sector. Written assignments will focus on practical advocacy tools, including advocacy letters, op-eds, submissions to UN mechanisms or treaty bodies, and the development of an overarching advocacy strategy, including the identification of goals and objectives, and appropriate advocacy targets and tactics

Fall 2025: HRTS GU4650

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4650	001/10315	F 2:10pm - 4:00pm 301 Hamilton Hall	Michael Bochenek, Jo Becker	3.00	14/22

HRTS GU4700 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. 3.00 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 religions 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 GU4850 Beyond Human Rights Critique. 3.00 points.

Rising authoritarianism, climate catastrophe, grinding wars, mass involuntary migration, rampant misinformation and the unsettling possibilities of AI have made the world promised by the human rights project seem a distant or even fanciful prospect. Whatever faith we have in human rights to either secure or remake the world has had good reason to be shaken—or was unfounded from the start. Indeed, since universal rights were proposed there have been skeptics, questioning their abstraction, insufficiency, Eurocentrism, and overreach, among other shortcomings. When it comes to critiquing human rights, is there anything left to be said? This seminar course considers where the human rights idea and project goes from here. Starting rather than ending with these critiques, we will pursue theoretical and practical attempts to reimagine human rights in their light. How have commentators drawn on liberal, pragmatic, radical democratic, and anticolonial thought to forge a vision of human rights made to the measure of a world in crisis? What are the value and limits of critique in the human rights project? And how do theory and praxis relate in attempts to reconstruct human rights beyond these critiques? In pursuit of answers, we will read political theory, history, philosophy, and ethnography, as well as together assemble an archive of already existing projects to reformulate, resignify, and mobilize human rights in novel directions

Spring 2025: HRTS GU4850

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4850	001/17298	Th 2:10pm - 4:00pm 569 Alfred Lerner Hall	Timothy Wyman-McCarthy	3.00	16/22

HRTS GU4880 HUMAN RIGHTS IN THE UNITED STATES. 3.00 points.

The United States has a long complex relationship with the international human rights system. Although its founding was grounded in fundamental norms of inalienable rights, equality and freedom, U.S. history is characterized by divisive and sometimes violent disagreements about who counts as human, what is fundamental to the human condition, and which/how rights should be protected. How has this history contributed to our contemporary struggles? Through engaging with issues related to racial justice, criminal justice, reproductive justice, disability justice, gender justice, and indigenous people's rights, students are asked to consider how certain rights are sites of contestation within the U.S. political system and within U.S. society. This course offers a multidisciplinary survey of urgent contemporary human rights issues in the United States and seeks to advance students' skills to examine human rights research and analysis through intersectional approaches. Part of the inquiry of this course is ensuring that students understand existing tensions among several key concepts (1) human rights as a body of international human rights law and institutions; (2) human rights movements using human rights discourse to further their aspirations; (3) constitutional rights in the U.S. as interpreted by U.S. courts that may or may not allude to/be contained in international law; and (4) political rhetoric that use the language of "rights" for political ends. Coursework will ground current human rights debates in their social, legal, and political contexts. It will outline the different actors in the human rights landscape, focusing on mobilization strategies of human rights movements and the policy reforms that they seek to advance human rights agendas. Students will engage with legal cases and legislation in the United States. By the end of this course, you should expect to be able to: Understand critical human rights issues in the United States, and apply international and domestic human rights principles and practice to these contemporary human rights debates; Understand the role of social movements in shaping narratives around human rights; Analyze (through case studies) the real-life application and effects of human rights policies, as well as how they contribute to the promotion, progressive enforcement, and internalization of international human rights

Spring 2025: HRTS GU4880

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4880	001/14163	M 4:10pm - 6:00pm 201 80 Claremont	Joy Chia	3.00	10/22

HRTS GU4900 UN HUMAN RIGHTS BODIES:IMPACT-REFORM-ADV.**4.00 points.**

The course is part of the programs offerings in experiential learning. Students will engage in an applied research project with an NGO partner focused on the role of UN Special Rapporteurs and the strategies they employ. Students will become familiar with the intricacies of the UN human rights system, while also taking a birds-eye view on the system, its challenges and the need for reform. The course seeks to combine critical reflection with practical application, including through the perspectives of practitioners and guest speakers who discuss their strategies for advocacy

HRTS GU4910 Children's Rights, Armed Conflict, and Peacebuilding. 3 points.

According the UN Secretary-General's (SG) annual report on children and armed conflict last year armed conflicts around the world led to at least 4,000 verified rights violations against children committed by government forces and over 11,500 by non-state armed groups. The violations include killing or maiming, recruitment or use of children in hostilities, sexual violence, using children as human bombs, abductions, the denial of humanitarian access, and attacks on schools and hospitals. About 50 per cent of the estimated 26 million people currently displaced by armed conflicts and violence are children.

This course examines global approaches, challenges and problems associated with providing resources, implementing laws and guidelines, and ensuring education to children before, during and after armed conflicts. Students will be asked to interrogate current approaches and literature in light of critical theories of childhood, human rights and children's rights more specifically. The course utilizes case studies that show the failures of international human rights and NGOs to address the needs of children before, during, and after conflict, as well as the problems with not taking into account children's perspectives and lived experience. The course seeks to the extent possible to incorporate children's views on conflict through a review of children's drawings, writing, and interviews. It questions the common representations about children and armed conflict that mass media, international development literature, children's literature, and film promote. The course will also explore the international norms for protecting children in emergencies which have also been strengthened considerably, by a number of UN Security Council resolutions, notably resolutions 1612 and 1820, aimed at ending the abuse of children and civilians in the context of war. What are the responsibilities of the International Community to protect and support children of war? What preventative measures can be taken to better ensure children do not fall victims to armed conflict? Finally, the course takes a special look at education prior to, during conflict, and post-conflict, to understand how and whether the root causes of conflict-- discrimination, intolerance, economic inequality-- are addressed by educational systems.

HRTS GU4915 HUMAN RIGHTS # URBAN PUB SPACE. 3.00 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

Spring 2025: HRTS GU4915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4915	011/14165	W 10:10am - 12:00pm 301m Fayerweather	Noah Chasin	3.00	13/22

HRTS GU4930 INT'L HUMANITARIAN LAW/HUM RGTS. 4.00 points.

Prerequisites: the instructor's permission. Please e-mail the instructor at bc14@columbia.edu.

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 2025: HRTS GU4930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4930	001/11807	W 10:10am - 12:00pm 201 80 Claremont	Bruce Cronin	4.00	14/22

HRTS GU4940 Human Rights and Education. 3.00 points.

In this course, we will consider human rights as an educational enterprise, and education as a human rights practice. In addition to codifying the human right to education in Article 26, the Universal Declaration gives priority to "teaching and education" as a primary mechanism for ensuring respect, recognition, and observance of human rights. While human rights are more typically understood through legal and political discourse, this course focuses on education as both the site of and a strategy in struggles for just, equitable, and dignified communities. This course examines both the right to education and the emergent field of human rights education, and provides students the opportunity to analyze human rights as a form of public pedagogy aimed at fostering particular kinds of subjects and communities. Using historical and contemporary examples, the course explores various educational strategies designed to promote human rights in different contexts and among different learners, and evaluates educational institutions as potential sites of human rights promotion and violation

Spring 2025: HRTS GU4940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4940	001/17293	M 10:10am - 12:00pm 306 Uris Hall	Glenn Mitoma	3.00	17/22

HRTS GU4950 HUMAN RIGHTS # HUMAN WRONGS. 3.00 points.

MAIL INSTR FOR PERM.PRIORITY:3&4YR HUMAN RIGHT & HRSMA

Prerequisites: the instructor's permission. Please e-mail the instructor at bc14@columbia.edu.

Prerequisites: the instructors permission. Please e-mail the instructor at bc14@columbia.edu. This course will examine the tension between two contradictory trends in world politics. On the one hand, we have emerged from a century that has seen some of the most brutal practices ever perpetrated by states against their populations in the form of genocide, systematic torture, mass murder and ethnic cleansing. Many of these abuses occurred after the Holocaust, even though the mantra never again was viewed by many as a pledge never to allow a repeat of these practices. Events in the new century suggest that these trends will not end anytime soon. At the same time, since the middle of the twentieth century, for the first time in human history there has been a growing global consensus that all individuals are entitled to at least some level of protection from abuse by their governments. This concept of human rights has been institutionalized through international law, diplomacy, international discourse, transnational activism, and the foreign policies of many states. Over the past two decades, international organizations, non-governmental organizations, and international tribunals have gone further than any institutions in human history to try to stem state abuses. This seminar will try to make sense of these contradictions

Fall 2025: HRTS GU4950

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4950	001/10314	W 2:10pm - 4:00pm 411 Hamilton Hall	Bruce Cronin	3.00	13/22

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.

HRTS GU4965 Gender-Based Violence # Human Rights. 3.00 points.

The term 'gendercide' highlights a range of distinct and specific forms of violence executed against human beings based on their own gender self-identification as well as patriarchal assumptions about their gender. In this course, we will examine research discerning, movements challenging, and the adjudication, and/or lack thereof, of Gender Based Violence (GBV) in several major categories traversing spatial, temporal, and ideological contexts, including: reproductive rights and health; trafficking and migration; and disaster and pandemics. It is critical to: interrogate the ideologies that drive and sustain GBV; examine in detail the harm it presents to human beings; explore what can be done to protect the security of those experiencing GBV; and to think about measures of prevention to guard additional human beings from experiencing it. The heart of the course will involve an intersectional analysis of specific case studies; highlighting the GBV associated with each case; examining the impact of GBV on human rights; and how GBV has been addressed in society. The close study of each case will assist students in illuminating intricacies, complexities, and challenges to human security in specific contexts

Fall 2025: HRTS GU4965

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4965	001/10466	W 12:10pm - 2:00pm 1102 International Affairs Bldg	Julie Rajan	3.00	18/22

HRTS GU4970 Refugees, Citizenship, Migration. 3.00 points.

This interdisciplinary course grapples with nation-states and cities at its margins, exploring the exclusions, oppositions, silences and, in particular, the 'Others' or 'in-betweens' of the nation-state as an organizing tool. 'Illegal migrants', 'refugees', 'asylum seekers', 'exiles', 'nomads', 'aliens', and other 'Others': these are all in-between figures, exceptions to a political order defined by membership in the city, borders, sovereignty and nation-states. In their very existence, they represent a challenge to this political order, as social and political theorists have long recognized. This seminar explores the dynamics, contradictions and politics surrounding nation-states and their Others with particular attention to the responses to them on the part of ostensibly liberal-democratic states. We examine the relationship between citizenship, statelessness, refugee-hood and migration as exceptions to a political order defined by membership in the city, borders, sovereignty and nation-states. Students will engage with film, fiction, visual animations and displacement maps to examine key theoretical and critical interventions by scholars who examine nation-states and cities at their margins. To this end, participants will examine key theoretical interventions by Hannah Arendt, Michel Foucault, Jacques Derrida, and Giorgio Agamben alongside scholars who have grappled with, contested, and developed their ideas, such as Étienne Balibar, Didier Bigo, Jacques Rancière, and Seyla Benhabib. With these texts, the participants will attempt to explore non-national or post-national alternatives to the nation-state and citizenship as a tool for planning and organization of people and space. Taken together, this course provides an alternative to conventional scholarship on this subject. It engages with and provides an alternative to the mainstream literature to take for granted the inclusive and integrative character of nation-states and its respective memberships in the form of refugees, citizens and migrants. At first glance, the course may appear highly theoretical, but not to worry—we will move slowly through the texts and concepts together. The instructor will also ensure that we apply the ideas discussed in class to concrete and tangible case studies with examples given to enable easier access and collective learning

Fall 2025: HRTS GU4970

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4970	001/10241	M 10:10am - 12:00pm 602 Lewisohn Hall	Shourideh Molavi	3.00	20/22

HRTS GU4975 Borders, Surveillance, Rights. 3.00 points.

This interdisciplinary course grapples with the relationship between borders, surveillance, power and rights, critically examining the ways in which lines, boundaries, and caesuras are drawn among geographical entities, communities, identities, environments, and ultimately, social relations – demarcating self and other, establishing hierarchical relationships and activating infrastructures of violence. This seminar explores the dynamics, contradictions and politics surrounding borders and surveillance, and borrows from the fields of film, architecture, art and urban studies to explore the effect on access to and formulations of human rights. To this end, we engage notions of biopolitics, racialization, exclusion/exception, necropolitics, coloniality, hospitality and securitization, among others. The course also engages visual and spatial methodologies and maps out everyday practices of resistance that seek to challenge, subvert or collapse the multifaceted violence of borders. Taken together, this course provides an alternative to conventional scholarship on this subject. It engages with and provides an alternative to the mainstream literature to take for granted the inclusive and integrative character of nation-states. At first glance, the course may appear highly theoretical, but not to worry—we will move slowly through the texts and concepts together. The instructor will also ensure that we apply the ideas discussed in class to concrete and tangible case studies with examples given to enable easier access and collective learning

Spring 2025: HRTS GU4975

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 4975	001/14405	T 10:10am - 12:00pm 613 Hamilton Hall	Shourideh Molavi	3.00	16/22

HRTS GU4995 Education in Conflict Zones. 4.00 points.

Across the world, conflict and violence are on the rise, in many forms and due to myriad factors. This course explores the relationship between war, conflict, and education. Drawing on a human rights framework and its applications to education, this course will explore the possibilities and limitations inherent in this framework. Questions we will explore include: How does education contribute to, or mitigate conflict? What is the role of education in emergencies? What is the role of education in addressing the needs of refugees? What is the role of education in post conflict contexts and peacebuilding? What is human rights education?

Related Courses

WMST UN1001 INTRO-WOMEN # GENDER STUDIES. 3.00 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 2025: WMST UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1001	001/11783	M W 6:10pm - 7:25pm 313 Fayerweather	Shuli Branson	3.00	73/75

WMST BC1050 WOMEN AND HEALTH. 3.00 points.

Combines critical feminist and anti-racist analyses of medicine with current research in epidemiology and biomedicine to understand health and health disparities as co-produced by social systems and biology

Spring 2025: WMST BC1050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1050	001/00024	M W 1:10pm - 2:25pm LI002 Milstein Center	Cecelia Lie-Spahn	3.00	85/90

POLS UN1101 POLITICAL THEORY I. 4.00 points.

This course considers key questions at the foundation of political thought. What is justice? How do we justify the coercive power of states? Do we have an obligation to obey the government? Who should make and enforce the law? What basic rights and liberties should governments protect? How should our economic system produce and divide wealth and material resources? What are the claims of excluded or marginalized groups and how can these claims be addressed? We explore these questions through the works of several classical and contemporary political thinkers. A major goal of the course is to practice the skills needed to understand a political thinker's arguments and to construct one's own

SOCI UN1203 The Social Animal in the Digital Age. 3.00 points.

This course re-examines central theories and perspectives in the social sciences from the standpoint of digital technologies. Who are we in the digital age? Is the guiding question for the course. We consider the impact of modern technology on society including, forms of interaction and communication, possibilities for problem solving, and re-configurations of social relationships and forms of authority. The course integrates traditional social science readings with contemporary perspectives emerging from scholars who looking at modern social life. The course is an introductory Sociology offering

Fall 2025: SOCI UN1203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1203	001/13059	M W 1:10pm - 2:25pm 301 Uris Hall	Sudhir Venkatesh	3.00	43/200

MDES UN2004 Conflicts: Race, Region, Religion. 4.00 points.

Prior to "conflict resolution," there is conflict. But what is conflict and how do we understand it? This introductory lecture course proposes to explore established objects in their presumed ties to the fact and concept of "conflict." We will inquire into the nature of conflict as well as into the kinds of conflicts that operate, or seem to operate, perhaps even to structure, the understanding of race, of region, and of religion. We will attend to the solidity and fragility of geographic divisions (regional and trans regional conflicts), their history (modern / premodern, colonial / pre- and post-colonial), the emergence of race (racial and ethnic conflicts), the pertinence of religions (religious strife and violence), their relation to political associations (religion and politics, religion and nationalism) and to other social and/or economic divisions (class, gender). We will interrogate the analytic and descriptive value of keywords like war, enmity, dispute, division, partition. We will also reflect on disciplinary tensions and divisions toward an understanding and perpetuation of conflict. Finally, we will think about the possibility and impossibility of "speaking with the enemy."

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.

ANTH UN2017 Mafias and Other Dangerous Affiliations. 3.00 points.

Regimes of various shapes and sizes tend to criminalize associations, organizations, and social relations that these ruling powers see as anathema to the social order on which their power depends: witches, officers of toppled political orders, alleged conspirators (rebels, traitors, terrorists, and dissidents), gangsters and mafiosi, or corrupt officers and magnates. Our main goal will be to understand how and under what conditions do those with the power to do so define, investigate, criminalize and prosecute those kinds of social relations that are cast as enemies of public order. We will also pay close attention to questions of knowledge – legal, investigative, political, journalistic, and public – how doubt, certainty, suspicion and surprise shape the struggle over the relationship between the state and society. The main part of the course is organized around six criminal investigations on mafia-related affairs that took place from the 1950s to the present (two are undergoing appeal these days) in western Sicily. After the introductory section, we will spend two weeks (four meetings) on every one of these cases. We will follow attempts to understand the Mafia and similarly criminalized organizations, and procure evidence about it. We will then expand our inquiry from Sicily to cases from all over the world, to examine questions about social relations, law, the uses of culture, and political imagination. *Although this is a social anthropology course, no previous knowledge of anthropology is required or presumed. Classroom lectures will provide necessary disciplinary background

Fall 2025: ANTH UN2017

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 2017	001/10149	T Th 11:40am - 12:55pm 402 Chandler	Naor Ben-Yehoyada	3.00	56/120

ECON BC2075 Logic and Limits of Economic Justice. 3 points.

BC: Fulfillment of General Education Requirement: Ethics and Values.

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.

PHIL UN2110 PHILOSOPHY # FEMINISM. 3.00 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

WMST BC2140 Critical Approaches in Social and Cultural Theory. 3.00 points.

This course examines the conceptual foundations that support feminist and queer analyses of racial capitalism, security and incarceration, the politics of life and health, and colonial and postcolonial studies, among others. Open to all students; required for the major in Women's, Gender, and Sexuality Studies (WGSS) and the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE)

Spring 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00021	F 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	26/35

Fall 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00045	T Th 2:40pm - 3:55pm 140 Horace Mann Hall	Marisa Solomon	3.00	34/50

WMST BC2150 INTERSECTIONAL FEMINISMS. 3.00 points.

Enrollment for this class is by instructor approval and an application is required. Please fill out the form here: <https://forms.gle/bPsV7rcf5RWB35PM9> This introductory course for the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE) as well as Majors/Minors in Women's, Gender, and Sexuality Studies (WGSS) 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, the professor will frequently be joined by other faculty and guest speakers who bring distinct disciplinary and subject matter expertise. Some keywords for this course include hybridity, diaspora, borderlands, migration, and intersectionality

Spring 2025: WMST BC2150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00427	T 4:10pm - 5:25pm 405 Milbank Hall	Renee Hill	3.00	52/70

Fall 2025: WMST BC2150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00057	T Th 10:10am - 11:25am LI003 Barnard Hall	Ghazal Karimi	3.00	30/60

ANTH UN2215 CULTURE, SOCIETY, AND CATASTROPHE. 3.00 points.

Catastrophes and disasters are often seen as inherently natural crises when in reality they are both caused and affected by anthropogenic forces and their impacts are conditioned by existing social, economic, and political factors. To truly understand catastrophes, such as the incipient climate crisis, extreme weather events, and even the current coronavirus pandemic, we will examine the complex interplay between environmental and social factors through both anthropological and human rights lenses. Specifically, the course will address the social and cultural aspects of catastrophe by focusing on the climate crisis, its causes, and its impacts. First, the course will consider the phenomena of anthropogenic climate change. Second, the course will examine the theoretical and empirical literatures that have elucidated the nature of climate change as a social, as well as a biophysical, process. Finally, the course will consider how human rights and other legal regimes do or do not address the social justice and humanitarian issues created by anthropogenic climate change. This course is an equivalent to ANTH S3215 and you cannot receive credit for both courses

HIST UN2222 NATURE # POWER: ENV HIST NORTH AMERICA. 4.00 points.

Environmental history seeks to expand the customary framework of historical inquiry, challenging students to construct narratives of the past that incorporate not only human beings but also the natural world with which human life is intimately intertwined. As a result, environmental history places at center stage a wide range of previously overlooked historical actors such as plants, animals, and diseases. Moreover, by locating nature within human history, environmental history encourages its practitioners to rethink some of the fundamental categories through which our understanding of the natural world is expressed: wilderness and civilization, wild and tame, natural and artificial. For those interested in the study of ethnicity, environmental history casts into particularly sharp relief the ways in which the natural world can serve both to undermine and to reinforce the divisions within human societies. Although all human beings share profound biological similarities, they have nonetheless enjoyed unequal access to natural resources and to healthy environments—differences that have all-too-frequently been justified by depicting such conditions as “natural.”

HIST BC2321 COLONIAL ENCOUNTERS. 3.00 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 BC2401 PLTCS CRIME# POLICING IN U.S.. 3.00 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

Fall 2025: HIST BC2401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2401	001/00041	M W 6:10pm - 7:25pm 504 Diana Center	Matthew Vaz	3.00	59/60

AHIS UN2425 Visual Activism. 4.00 points.

How has visual culture played a role within the social movements of the last several decades, such as #BlackLivesMatter and Extinction Rebellion? How, we might ask, is activism made visible; how does it erupt (or disappear) with collective fields of vision? Drawing upon Black South African queer photographer Zanele Muholi's term “visual activism” as a flexible rubric that encompasses both formal practices and political strategies, this lecture class interrogates contemporary visual cultures of dissent, resistance, and protest as they span a range of ideological positions. We will examine recent developments in and around recent intersections of art and politics from around the world, looking closely at performances, photographs, feminist dances, graffiti, murals, street art, posters, pussy hats, and graphic interventions, with a special focus on tactics of illegibility and encodedness. Topics include visual responses to structural racisms, global climate change, indigenous land rights, state violence, gentrification, forced migration, and queer/trans issues

Spring 2025: AHIS UN2425

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 2425	001/14897	T Th 10:10am - 11:25am 612 Schermerhorn Hall	Julia Bryan-Wilson	4.00	42/60

ANTH BC2427 ANTHROPOLOGY OF CLIMATE CHANGE. 3.00 points.

This course focuses on some of the present, and possible future, socio-ecological conditions of life on planet earth. In particular we will work to understand the historic, economic, political, and socio-cultural forces that created the conditions we call climate change. With this we will take a particular interest in the question of how race, ethnicity, Indigeneity, class, and gender articulate with the material effects of climate change. The course also focuses on how we, as scholars, citizens, and activists can work to alter these current conditions in ways that foster social and ecological justice for all living beings. Although we will ground our scholarship in anthropology, to encourage interdisciplinary and even transdisciplinary thought, weekly readings will be drawn from across scholarly and activist canons. While becoming familiar with scholarly and activist conversations about space and place, risk and vulnerability, and ontology and epistemology, we will work through a series of recent events as case studies to understand causes, effects, affects, and potential solutions

SOCI UN2500 Mass Incarceration and Beyond. 4.00 points.

This course for undergraduate students provides a sociological perspective on mass incarceration and examines alternative politics and policies for reform. Through seminar discussions and presentations, students will engage with key lines of scholarship examining the emergence and consequences of historically large prison populations in the United States and review current policy debates. Key themes of the course will include the close connection between mass incarceration and racial inequality, contemporary criminal justice policy, and alternative visions of justice. Building on a collaboration between a researcher in the field of criminal justice policy (Western) and a leading advocate for reform (Nixon), this course will offer a systematic review of research while also employing strong images and language that convey the moral urgency of America's incarceration crisis. Enlisting theoretical and empirical analysis paints a clear and convincing picture that mass incarceration is not just a solution to a criminal justice problem, but is a sociological problem itself. Seminar discussions each week will introduce students to key lines of research, present current community justice initiatives, and explore strategies that could significantly reduce incarceration

HIST UN2523 HEALTH INEQUALITY: MODERN US. 4.00 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

ARCH UN2530 Life Beyond Emergency: Domesticities of Displacement, Inhabitations of Migration. 3.00 points.

Life Beyond Emergency examines constructed environments and spatial practices in contexts of displacement, within the connected histories of colonialism and humanitarianism in the postcolonial world. People migrating under duress, seeking refuge, practicing mutual aid, and sheltering in governmental or nongovernmental settings invest architecture with a critical heritage value and imaginaries of life beyond emergency. The course considers a politics and poetics of an architecture of partitions, borders, and camps: territories and domesticities of concern to authorities and inhabited by ordinary people forging solidarities and futures. We will investigate the connected histories and theories of humanitarianism and colonialism, which have not only shaped lives as people inhabit spaces of emergency, but produced rationales for the construction of landscapes and domesticities of refuge, enacted spatial violence and territorial contestations, and structured architectural knowledge. The course examines iconic forms such as refugee camps in relation to histories of colonial institutions such as archives and prisons. From Somalia to Palestine to Bangladesh and beyond, our inquiry into contested 'borderlands' where the greatest number of people have been forced to migrate as 'refugees' invites students to interrogate normalized discourses and spaces in order to imagine and analyze emergency environments as constructions that people have resisted, endured, and transcended

Fall 2025: ARCH UN2530

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 2530	001/00704	M W 1:10pm - 2:25pm 328 Milbank Hall	Anooradha Siddiqi	3.00	36/60
ARCH 2530	002/01141	W 1:10pm - 2:25pm 325 Milbank Hall		3.00	0/20

HIST UN2533 US LESBIAN & GAY HISTORY. 4.00 points.

This course explores the social, cultural, and political history of lesbians, gay men, and other socially constituted sexual and gender minorities, primarily in the twentieth century. Since the production and regulation of queer life has always been intimately linked to the production and policing of "normal" sexuality and gender, we will also pay attention to the shifting boundaries of normative sexuality, especially heterosexuality, as well as other developments in American history that shaped gay life, such as the Second World War, Cold War, urbanization, and the minority rights revolution. Themes include the emergence of homosexuality and heterosexuality as categories of experience and identity; the changing relationship between homosexuality and transgenderism; the development of diverse lesbian and gay subcultures and their representation in popular culture; the sources of antigay hostility; religion and sexual science; generational change and everyday life; AIDS; and gay, antigay, feminist, and queer movements

Fall 2025: HIST UN2533

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2533	001/10349	M W 11:40am - 12:55pm 501 Northwest Corner	George Chauncey	4.00	96/130
HIST 2533	AU1/19998	M W 11:40am - 12:55pm Othr Other	George Chauncey	4.00	16/16

HIST UN2671 The Cold War in Latin America. 4.00 points.

This lecture offers a comprehensive view of the Cold War in Latin America and zooms in on those places and moments when it turned hot. It understands the Cold War as a complex and multi-layered conflict, which not only pitted two superpowers—the United States and the Soviet Union—against one another, but also two ideologies—capitalism and socialism—whose appeal cut across societies. In Latin America, the idea of socialist revolution attracted a diverse set of actors (workers, students, intellectuals, politicians, etc.) and posed a significant challenge to both capitalism and United States hegemony. We will probe what the Cold War meant to people across the region, paying particular attention to revolutionary and counterrevolutionary events in Guatemala, Cuba, Chile, and Nicaragua, all the while examining the diplomatic and cultural battles for the hearts and minds of Latin Americans

HIST BC2681 WOMEN AND GENDER IN LATIN AMERICA. 3.00 points.

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.

PSYC UN2690 Frontiers of Justice. 4.00 points.

Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective "Change Agents" within their academic institutions and larger communities. Oriented by the question, What does justice look like?, this course aims to raise political and social awareness and engagement with the challenges facing New York City and strengthen ties between Columbia University, disadvantaged communities, and city government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society

HIST UN2719 HISTORY OF THE MOD MIDDLE EAST. 4.00 points.

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 BC2963 History of Globalization. 3.00 points.

Globalization emerged as a concept in the 1990s to describe the various supranational forces that shape the contemporary world. Its history, however, is much older, and it encompasses major historical developments such as the formation and global spread of empires, of trade and capitalism, slavery, and migratory movements, as well as environmental and ecological issues. Processes of globalization and deglobalization affect central categories with which to interpret social, political and economic dynamics such as sovereignty, hegemony, and inequality. This course will offer students the critical instruments to discuss globalizing dynamics and how they have affected human societies historically. We will proceed both thematically and chronologically, to develop the analytical instruments to understand how various dimensions of globalization emerged and transformed over time, as well as the different interpretations that scholars have offered to interpret them

Spring 2025: HIST BC2963

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2963	001/00852	M W 10:10am - 11:25am 418 Barnard Hall	Michele Alacevich	3.00	25/60

Fall 2025: HIST BC2963

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2963	001/00044	M W 8:40am - 9:55am 504 Diana Center	Michele Alacevich	3.00	12/60

HIST UN2972 Unsettling Science. 4.00 points.

Unsettling Science invites students to do exactly that: ask big questions about science and interrupt preconceived ideas about what science is and who does it. This course is an introductory dive into the interplay between science, technology, health, environment, and society. By offering deep historical and contemporary perspectives, this course equips students with skills essential to critically exploring not only longstanding questions about the world but also urgent issues of our time. Unsettling Science will provide students with the critical and methodological tools to think creatively about local and global challenges and develop interventions. To do so, the course focuses on a series of fundamental questions that underpin the study of science and society from a variety of perspectives

ECON BC3011 INEQUALITY AND POVERTY. 3.00 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

Fall 2025: ECON BC3011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3011	001/00065	T Th 10:10am - 11:25am 323 Milbank Hall	Ashley Timmer	3.00	56/60

ECON BC3029 EMPIRICAL APPROACHES DEVLPMNT. 3.00 points.

Prerequisites: (ECON BC3035 or ECON BC3033) and ECON UN3412
ECON BC3035 or ECON BC3033, 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.

HIST UN3030 IMMIGRATION AND CITIZENSHIP IN AMER HIST. 4.00 points.

This course explores the meaning of American citizenship in connection with the country's immigration history. Topics include historic pathways to citizenship for migrants; barriers to citizenship including wealth, race, gender, beliefs and documentation; and critical issues such as colonialism, statelessness, dual nationality, and birthright citizenship. We will ask how have people become citizens and under what authority has that citizenship been granted? What are the historic barriers to citizenship and how have they shifted over time? What major questions remain unanswered by Congress and the Supreme Court regarding the rights of migrants to attain and retain American citizenship?

Fall 2025: HIST UN3030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3030	001/11065	Th 12:10pm - 2:00pm 302 Fayerweather	Jessica Lee	4.00	15/17

POLS BC3035 Feminist Political Thought. 3.00 points.

Feminism is often recognized as a political movement. But is there a feminist way of thinking about politics? In this course, we'll investigate the core premises, provocations, proposals, and tensions of feminism as they relate to specifically political problems, focusing particularly on feminist political thought as it developed in the twentieth century. Who is the subject of feminist politics? What is the meaning of "difference," and how can—or should—feminists seek to organize across it? What are appropriate topics for politics, and what should remain private? Is the family a space for politics? The household? The body? How much of the personal can, and should, be made political? Are there feminist ways of doing politics? We will consider these questions with reference to texts from both feminist activists and feminist scholars

Fall 2025: POLS BC3035

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3035	001/00006	M W 1:10pm - 2:25pm 504 Diana Center	Alyssa Battistoni	3.00	50/60

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.

Fall 2025: ECON BC3039

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ECON 3039	001/00072	T Th 11:40am - 12:55pm 328 Milbank Hall	Kurt Semm	3	62/56

EDUC BC3040 MIGRATION, GLOBALIZATION, AND EDUCATION. 4.00 points.

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? This seminar will explore the following questions: What is globalization and why is it leading to new patterns of migration? How do children and youth experience ruptures and continuities across contexts of migration? How do language policies affect young people’s capacity to be educated in a new land? What does it mean to forge a sense of belonging and citizenship in a “globalized” world, and how does this challenge our models of national citizenship? How are the processes by which young people are incorporated into their new country entwined with structures of race, class, and gender? Drawing on fiction, autobiography, and anthropological and sociological research this class will explore these questions from a variety of disciplinary perspectives

Fall 2025: EDUC BC3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3040	001/00419	M 10:10am - 12:00pm 113 Milstein Center	Orubba Almansouri	4.00	9/20

EDUC BC3041 Grace Lee Boggs Learning Lab. 4.00 points.

We have witnessed a significant increase in hate crimes against the AAPI community due to COVID-19 as well as the remarkable response to these atrocities, particularly among BIPOC individuals and their white allies. Grace Lee Boggs, a Chinese American woman and Barnard alumna, dedicated her life to addressing inequity in its myriad forms. This lab-based research course will explore Boggs’ life as an activist and educator and will give students an opportunity to develop an action-based digital research project to advance equity and justice in New York City

MDES UN3042 PALESTINIAN-ISRAELI POLIT/SOC. 4.00 points.

The History of the Jewish Enlightenment (Haskala) in 19th century Europe and the development of Zionism through the current peace process between the state of Israel and the Arab states and the Palestinian national movement. Provides a historical overview of the Zionist-Palestinian conflict to familiarize undergraduates with the background of the current situation. No P/D/F or R credit is allowed for this class

Spring 2025: MDES UN3042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3042	001/11302	T Th 2:40pm - 3:55pm 330 Uris Hall	Joseph Massad	4.00	30/60

EESC BC3043 WATER, SANITATION & HEALTH. 3.00 points.

Course description: This course focuses on understanding water, sanitation and health from the global south to high income countries and how the necessities of water and sanitation can 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, geogenic contaminants, and anthropogenic contaminants and how do these vary across the globe. The class will begin by examining the urban and rural water cycles, how water moves through the environment and then how individuals obtain drinking water. The emphasis will be on water quality and what impacts water quality. The second section will focus on understanding types of sanitation, how they work, and how they can be improved. Approximately half the population in the global south is without improved sanitation and infrastructure throughout high income countries needs updating and replacing. The third section will examine all types of water contaminants including: anthropogenic, geogenic, and microbial. This will include an introduction to public health and epidemiological studies and how different contaminants can impact health. The final portion of the class will integrate the three areas to understand how they interact and how interventions can improve health outcomes. We will use case studies from the US, Africa, Southeast Asia, and Latin America

ECON BC3049 Economic Evaluation of Social Programs. 3 points. Not offered during 2024-2025 academic year.

Prerequisites: ECON BC3035 Intermediate Micro Theory and ECON BC2411 Statistics for Economics, or the equivalents

A study of the effectiveness of social programs and the different quantitative techniques economists use to evaluate policy interventions. Cost-benefit analysis, testing predictions of economic theories. Specific examples of successful and unsuccessful social programs in the U.S. and around the world.

ANTH UN3052 The City Jail. 4.00 points.

Municipal jails are one of the most impactful institutions of criminal justice in the United States; and yet many Americans do not even know the difference between a prison and a jail. This course will investigate the conditions of mass incarceration in America by centering the municipal jail. Taking as objects of study both the jail itself and the practice of incarcerating people in local jails, this course will combine scholarly work on U.S. criminal justice with a variety of non-academic texts including legal decisions, contemporary journalism, and documentary film. The course is focused on jails writ large, but as we are living in New York City, we will pay particular attention throughout the semester to our own municipal jail system

EDUC BC3055 ARTS AND HUMANITIES IN THE CITY:CRITICAL. 4.00 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

Spring 2025: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00460	Th 12:10pm - 2:00pm 113 Milstein Center	Drew Chambers	4.00	17/20

Fall 2025: EDUC BC3055

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EDUC 3055	001/00428	Th 10:10am - 12:00pm 113 Milstein Center	Drew Chambers	4.00	12/20

GRKM UN3070 Picturing Antigone. 3.00 points.

What is it that makes Antigone, Sophocles’s tragedy from the 5th century B.C.E, such a powerful vehicle for the consideration of subjectivity, ethics, and politics in the present day? In this seminar an anthropologist and a photojournalist consider Antigone’s productivity for political analysis, philosophy, psychoanalysis, and feminist studies and consider how the play has evolved into a contemporary site for the consideration of war, fascism, ethical action, gender, democracy, and colonialism in places such as Nazi-occupied Paris, the Texas-Mexico border, “dirty-war” Argentina, apartheid South Africa, Taliban-sieged Kandahar, and Covid-stricken New York. This investigation draws on a wide range of materials, including literary criticism, film, and archival photographs. Throughout the semester, students also develop familiarity with photography as a medium of inquiry, in preparation for their final projects on a modern adaptation of Antigone

POLS UN3100 JUSTICE. 3.00 points.

An inquiry into the nature and implications of justice in areas ranging from criminal justice to social justice to the circumstances of war and peace, considering issues such as abortion, the criminalization of behavior, the death penalty, climate change, global poverty, civil disobedience, and international conflict

Spring 2025: POLS UN3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3100	001/13367	M W 2:40pm - 3:55pm Cin Alfred Lerner Hall	David Johnston	3.00	122/160

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 reflected 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?

POLS UN3112 GANDHI, KING # POLS OF NONVIOLENCE. 4.00 points.

Since Gandhi’s experiments in mass satyagraha over a century ago, nonviolence has become a staple of protest politics across the globe. From the Occupy movements to the Arab Spring to Movement for Black Lives, it might even be entering a new phase of revitalization. At the same time, what exactly nonviolence is and what it can accomplish in politics is very much under debate. This course aims to understand the politics of nonviolence by examining the political ideas and political careers of its most well-known twentieth-century advocates, M.K. Gandhi and Martin Luther King, Jr. Though still venerated as founding figures of nonviolent protest, Gandhi and King have come to be remembered in ways that can misconstrue how they understood and practiced nonviolent politics. To many, Gandhi is a saintly idealist, who wanted to imbue politics with the spirit of ahimsa, truth, and conscience. Likewise, King is taken to be a spokesman for interracial brotherhood and Christian love. While partly true, these images also downplay the political side of their nonviolence – the techniques of organizing and strategies of protest that made their movements successful. We will examine the evolution of Gandhi’s and King’s political thinking in relation to the movements they led – the Indian independence movement and the civil rights movement in the US. We will consider how the theory and practice of nonviolence evolved and changed as it moved from one context to another. We will be especially focused on understanding the dynamics of nonviolent protest

Fall 2025: POLS UN3112

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3112	001/13983	T Th 4:10pm - 5:25pm Cin Alfred Lerner Hall	Karuna Mantena	4.00	41/150

POLS UN3122 Citizenship, Rights, and Immigration. 3 points.

Our political discourse is inundated with talk of citizenship. In this course we will examine various theories of citizenship, paying particular attention to the way the increasing complexity and multiculturalism of societies have challenged our understanding of this concept. We will also consider how different conceptions of citizenship address the challenges raised by both global and local forces. After an overview of different theories of citizenship, we explore the debates about political rights and representation for oppressed groups and minorities and consider the nationalist and cosmopolitan understandings of civic identity. What should be the criteria for citizenship? What rights should citizens have? Does citizenship require boundaries? Does democratic citizenship demand a particular kind of patriotism? What rights should illegal immigrants have? What role does the court play in defining citizenship rights? Can there be global or transnational citizenship? Though the primary focus will be to explore normative theories of citizenship, we will briefly consider how the European Union and the United States are dealing with some of the pressing issues regarding citizenship: immigration and assimilation.

POLS UN3124 Gender and Political Theory. 3.00 points.

As a branch of political theory, feminist political theory has developed new ideals, concepts, and justifications for how social norms and political institutions should be reconstructed. This course introduces students to diverse feminist perspectives in political theory and helps them understand how these perspectives have contributed to and transformed the field. The course is structured around two broad themes: (1) The feminist critique of (male) philosophy, which examines feminist arguments that the foundational normative arguments of modern and contemporary political theories are gendered and, therefore, have excluded the experiences and perspectives of women and other gendered subjects. (2) Diversity among women, which explores intersectional, post-colonial, and poststructuralist views on the definition of women and women's agency. It critically examines the meaning of women's freedom in two ways: (a) whether we can develop a satisfactory definition of women, and (b) whether we can establish a universal definition of freedom. By exploring these themes, the course aims to encourage students to develop their own views on how political theory should address normative and practical problems of gender

WMST UN3125 INTRO TO SEXUALITY STUDIES. 3.00 points.

This course is designed to introduce major theories sexuality, desire and identity. We will be considering the relations between the history of sexuality and the politics of gender. We will read some primary texts in gender theory, and in the study of sexuality, desire, and embodiment. This course also provides an introduction to the interdisciplinary examination of human sexual and erotic desires, orientations, and identities. We will study how desires are constructed, how they vary and remain the same in different places and times, and how they interact with other social and cultural phenomena such as government, family, popular culture, scientific inquiry, and, especially, race and class.

MDES UN3131 Crisis and War in the Horn of Africa. 3.00 points.

The Horn of Africa is often described as a disaster story, a land of terror, crisis and failure. But is it really a place in crisis? In what ways and for whom? For the people of the region, what constitutes meaningful social and political life? Is it possible to approach politics in the Horn of Africa through lenses other than those of violence and disaster? Are there other methods of understanding the experiences of crisis and recovery? In addition to examining emerging research trends in the region the course examines various approaches to the questions of war, humanitarian intervention, peace building, democratization, and economic reform. It considers how the study of popular culture, religious change, and social movements provide other ways to think about collective life. The seminar is intended for those interested in the study of Africa and the Middle East, and other regions that may seem bleak to outsiders but can provide new ways of understanding politics

WMST BC3131 WOMEN AND SCIENCE. 4.00 points.

Prerequisites: Enrollment limited to 18 students.
Prerequisites: Enrollment limited to 18 students. History and politics of womens involvement with science. Womens 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. 4.00 points.

Love and sex have long been studied as historical constructs influenced by social, political, and economic dimensions. This course aims to expand this discourse by incorporating the often-overlooked lens of technological mediation. Beginning with the premise that romantic love is deeply shaped by the affordances of the technology of the time, a critical awareness of technological mediation in romance –especially of digital technologies, i.e. online dating, social media, or cybersex– allows for a deeper understanding of how social categories such as gender, race, class, ability, or sexuality are technologically-mediated, thereby informing our societal and cultural perceptions of love, dating, and sex. Sandra Moyano-Ariza is Term Assistant Professor of WGSS and Research Director at BCRW. Her research works at the intersection of pop culture, philosophy, and digital technologies, with interests in the fields of media studies and digital scholarship, contemporary feminist theory, critical race theory, posthumanism, and affect theory

ENGL BC3214 LATINX AND THE ICE/PRISON INDUSTRIAL COMPLEX - ACCESS AND STRATEGIES FOR NEWS COVERAGE. 4.00 points.

This course encompasses themes of race, ethnicity, mass incarceration, and immigration in the modern United States, with special attention to the stories of Latinx people. We will consider the roles of journalistic writing, documentaries, and personal narratives in shaping public policy and attitudes towards lives behind bars. Guest speakers will also provide personal experiences to help reframe our own narratives and perspectives on these issues. The course's primary goal is to challenge the process of how stories of race, immigration, and mass incarceration are written, by developing scholarly pieces

Fall 2025: ENGL BC3214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3214	001/00837	Th 12:10pm - 2:00pm 214 Milbank Hall	Maria Hinojosa	4.00	27/28

SOCI BC3214 SOC OF AFRICAN AMERICAN LIFE. 3.00 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 with some discussion

Spring 2025: SOCI BC3214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3214	001/00074	M W 1:10pm - 2:25pm 328 Milbank Hall	Mignon Moore	3.00	24/30

SOCI BC3219 RACE, ETHNICITY # SOCIETY. 3.00 points.

Examines the social construction of race and ethnicity in the United States from colonial period to present. Analyzes how capitalist interests, class differences, gender, immigration, and who “deserves” the full rights and privileges of citizenship, shape boundaries between and within racial and ethnic groups. Also considers how racism affects resource access inequities between racial groups in education, criminal justice, media, and other domains. Explores factors underpinning major social change with an eye toward discerning social conditions necessary to create and sustain just social systems

Fall 2025: SOCI BC3219

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3219	001/00321	T Th 2:40pm - 3:55pm 328 Milbank Hall	Angela Simms	3.00	35/45

AMST BC3220 ABORTION IN CONTEXT. 4.00 points.

Abortion access will shape the lives of your generation—and yet the issue of abortion is too often left to misinformation and disconnected from its role in overall reproductive freedom. In this course, we will put abortion into multiple contexts (historical, political, legal, pharmaceutical, religious), drawing interdisciplinary material from scholars, activists, community organizers, lawyers, care providers, and journalists. Each class will feature a guest speaker who has dedicated their career to advocating for abortion as a critical part of overall reproductive healthcare in the United States and internationally. Grounded in the reproductive justice framework, which aims not only to protect the “right to choose” but also to create the economic, social, and environmental conditions in which people can parent with dignity, we will think of abortion as one critical part of a constellation of projects that, together, work toward total reproductive freedom

SOCI UN3235 SOCIAL MOVEMENTS. 4.00 points.

Prerequisites: One introductory course in Sociology suggested.

Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on contemporary American activism. Cases include the Southern civil rights movement, Black Lives Matter, contemporary feminist mobilizations, LGBTQ activism, immigrant rights and more recent forms of grassroots politics

Fall 2025: SOCI UN3235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3235	001/00323	T Th 10:10am - 11:25am 207 Milbank Hall	Debra Minkoff	4.00	20/30

SOCI BC3236 Arab New York. 3.00 points.

Arab New York introduces students to a little-known community with a long history in New York City dating back to the late 1800s. Students will explore where Arab American communities thrive in New York and learn about the history of these neighborhoods. Applying sociological theories of assimilation, we will assess how immigrants from the Arab world have fared over time in New York City

SOCI UN3241 Transnationalism, Citizenship, and Belonging. 3.00 points.

Transnationalism, Citizenship, and Belonging covers the myriad ways that transnationalism is experienced in both South to North and South to South migrations. Transnationalism and its contenders, globalization and nationalism, will be placed within a broader discussion of belonging based on sociological theories of citizenship, politics of exclusion, and boundary-making

Spring 2025: SOCI UN3241

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3241	001/00077	M W 11:40am - 12:55pm 418 Barnard Hall	Randa Serhan	3.00	36/45

POLS UN3245 RACIAL AND ETHNIC POLITICS. 3.00 points.

This course examines the role of race in American politics and the political behavior of racial and ethnic minorities in the United States. Topics will include, but are not limited to, minority political participation, segregation, gentrification, group identity, implicit bias, political representation, media effects, and the role of race in political campaigns

SOCI UN3246 MEDICAL SOCIOLOGY. 3.00 points.

Examines the ways sociologists have studied the field of medicine and experiences of health and illness. We cannot understand topics of health and illness by only looking at biological phenomena; we must consider a variety of social, political, economic, and cultural forces. Uses sociological perspectives and methods to understand topics such as: unequal patterns in health and illness; how people make sense of and manage illness; the ways doctors and patients interact with each other; changes in the medical profession, health policies and institutions; social movements around health; and how some behaviors but not others become understood as medical problems. Course is geared towards pre-med students as well as those with general interests in medicine, health and society

Spring 2025: SOCI UN3246

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3246	001/00075	T Th 4:10pm - 5:25pm 328 Milbank Hall	Amy Zhou	3.00	42/45

SOCI BC3248 Race, Ethnicity, and Education in the US. 4.00 points.

This course explores the sociology and history of race and racism, ethnicity and ethnocentrism, and unequal access to education in the United States through readings, films, audio, and multimedia. Experiences of students in public and private K-12 schools, colleges and universities, and alternative and informal educational settings will be considered. Movements by students and communities to fight discrimination and injustice, demand equal opportunities and resources, and to realize the promise of education as a means of achieving personal and collective liberation will also be examined. Case studies may include: boarding schools for Indigenous children; Reconstruction-era public schools; the settlement house movement; Freedom Schools of the Civil Rights Movement; the Black Panther Party's educational initiatives; community-controlled schools; Black, Mexican American, Puerto Rican, and Ethnic Studies programs; urban educational reform, public school closures, and charter schools; the school-to-prison pipeline; standardized testing and advanced placement courses; and more

Spring 2025: SOCI BC3248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3248	001/00151	T Th 2:40pm - 3:55pm 140 Horace Mann Hall	Dominic Walker	4.00	41/45

AFEN BC3253 BEFORE 'BLACK LIVES MATTER': READING INSU. 4.00 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

POLS UN3255 RACE AND THE US CARCERAL SYSTEM. 3.00 points.

This course will introduce students to research on the institutions of the US carceral system, including the police, courts, prisons, and immigration control. We will focus on two questions: how race relates to experiences with the institutions of the carceral state, and how those institutions in turn influence racial politics. The main objective is not the accumulation of factual knowledge about this system, but familiarity with theoretical frameworks with which to make and critically assess arguments about the functioning of carceral institutions as they relate to racialized people and the functioning of democracy

ENGL BC3281 ILLEGAL IS NOT A NOUN: DISRUPTING NARRATIVES OF THE IMMIGRANT EXPERIENCE. 4.00 points.

This course engages with narratives about detention and deportation in the modern United States, with special attention to the stories of Latinx people. We will analyze how journalistic writing, documentaries, and personal narratives shape public policy and American attitudes about the "the immigrant experience." What are these narratives, how are they told, and what are their implications? How do writers disrupt these narratives? We will develop four scholarly essays over the course of the semester to investigate these questions

Spring 2025: ENGL BC3281

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3281	001/00232	Th 2:10pm - 4:00pm 225 Milbank Hall	Maria Hinojosa	4.00	23/26

CSER UN3303 Whiteness, Sentiment and Political Belonging. 4.00 points.

Scholars of gender, sexuality, ethnicity and race have long been preoccupied with the terms, categories, and processes through which the United States has excluded or qualified the citizenship of particular groups, including women, immigrants, indigenous nations, and descendants of enslaved Africans. Yet it has spent less time interrogating the unqualified content of Americanness, and the work that the imagination of a "default" American identity does in contemporary political life. This seminar introduces students to this problem through an unspoken racial dimension of American political belonging – the presumed whiteness of ideal American citizens. Readings drawn from several disciplinary traditions, including anthropology, linguistics, sociology, history, and journalism, will ground students in the course's key concepts, including racial markedness, the history of racialization, and public sentiment. Students will mobilize these tools to analyze several cases that rendered white sentiment explicit in politically efficacious ways, including the "panic" incited by the destabilization of race-based residential segregation, the "paranoia" of conspiracy theorists, the "sympathy" associated with natural disasters, and the "resentment" or "rage" associated with the loss of racial privileges

POLS BC3307 *Colloquium on Racial Violence. 4 points.

Prerequisites: POLS 1201 Intro to American Politics or an equivalent American Politics course. Admission by application 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.

WMST UN3312 THEORIZING ACTIVISM. 4.00 points.

Considering local, national, and international activist case studies through social movement theories, we work together to understand what activism looks like, the people who engage in it, how activist messages are constructed, and how visions of transformation are developed. Prerequisite: Either one introductory WGSS course or Critical Approaches to Social and Cultural Theory or Permission of the Instructor

URBS UN3315 METROPOLITICS OF RACE # PLACE. 3.00 points.

This class explores how racism and racialized capitalism and politics shape the distribution of material resources among cities and suburbs in metropolitan areas and the racial and ethnic groups residing in them. Readings and discussion focus on the history of metropolitan area expansion and economic development, as well as contemporary social processes shaping racial and ethnic groups' access to high-quality public goods and private amenities. We address racial and ethnic groups' evolving political agendas in today's increasingly market-driven socio-political context, noting the roles of residents; federal, state, and local governments; market institutions and actors; urban planners, activist organizations, foundations, and social scientists, among others. Here is a sample of specific topics: race/ethnicity and who "belongs" in what "place;" inequitable government and market investment across racial and ethnic communities over time and "sedimentation effects" (for example, the "redlining" of Black communities leading to their inability to access loan and credit markets and the resulting wealth gap between Blacks and Whites); gentrification processes; creating sufficient, sustainable tax bases; and suburban sprawl. Assignments will include two short response papers, mid-term and final exams, and another project to be determined

Spring 2025: URBS UN3315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3315	001/00753	T Th 2:40pm - 3:55pm 323 Milbank Hall	Angela Simms	3.00	38/45

RELI UN3323 Religion and Medicine in South Asia: Psychiatry # the Politics of Madness. 4.00 points.

In this course, students will come to see the imbrication of religion, power, and mental illness across South Asia by examining experiences of suffering and its management; the history of psychiatry in the British colonial era and its afterlives; and the relationship of religion to concepts of mental and emotional disorder. Students will identify models for medical structures of care, healing, and treatments in the context of religion, ritual, and quotidian life. Topics include diagnostic processes and the creation of categories, stigma and models of clinical care, hysteria, spirit possession, pharmaceuticals, and the relationship of trauma to political structures. This course has three sections:

1) the first portion undertakes a brief historical survey of medical disciplines and institutions in South Asia (such as the development of Ayurveda, Yunānī #ibb, and the rise of the bīmāristān); 2) the second portion of the course focuses on the rise of the asylum (sometimes called the pāgal khāna) in tandem with psychiatry and its twinned consequence: the pathologization of asceticism by British colonial technologies of discipline; 3) the final portion examines the relationship between British colonialism and psychoanalysis with the introduction of this western discipline to the subcontinent. This course will take critical stock of historical structures throughout South Asia claiming to provide care (such as family, caste, healthcare, mental asylums, colonialism, educational systems, pensions, and much more). As a result, students come to consider concepts of social suffering, biopolitics, biosociality, political subjectivity, and postcolonial disorder. Primary source material will include the following: śāstra, ethnography, clinical studies, poetry, scripture, ritual texts across Islamic, Hindu, Buddhist, and Jain traditions

Spring 2025: RELI UN3323

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3323	001/00632	W 4:10pm - 6:00pm 214 Milbank Hall	Meghan Hartman	4.00	13/20

MDES UN3331 URBAN SPACE # CONFLICT IN MIDDLE EAST. 3.00 points.

This course explores how civil war, revolution, militarization, mass violence, refugee crises, and terrorism impact urban spaces, and how city dwellers engage in urban resilience, negotiate and attempt to reclaim their right to the city. Through case studies of Beirut (1975-present), Baghdad (2003-present), Cairo (2011-present), Diyarbakir (1914-present), Aleppo (1914-present), and Jerusalem (1914-present), this course traces how urban life adjusted to destruction (and post-conflict reconstruction), violence, and anarchy; how neighborhoods were reshaped; and how local ethnic, religious, and political dynamics played out in these cities and metropolises. Relying on multi-disciplinary and post-disciplinary scholarship, and employing a wealth of audiovisual material, literary works, and interviews conducted by the instructor, the course scrutinizes how conflicts have impacted urban life in the Middle East, and how civilians react to, confront, and resist militarization in urban spaces

Spring 2025: MDES UN3331

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3331	001/11474	M 4:10pm - 6:00pm 332 Uris Hall	Khatchig Mouradian	3.00	46/52

WMST UN3335 Gender and Wars: Perspectives from the Global South. 3 points.

Wars are salient features of globalization. But, how can we understand the relationship between gender and war? How do notions of masculinities and femininities operate in the organizing, waging, protesting, and commemorating war? Starting from the premise that gender is crucial to explaining what happens in national revolutionary wars, postcolonial conflicts and civil wars, peacekeeping and humanitarian interventions, and the social and personal aspects when wars come to an end; this course considers a transnational feminist analysis to reflect on the relationship between gender and militarism. It pulls together literature from different disciplinary fields to explore the gendered dimensions of wars of national liberation, armed conflicts, wartime gender based/sexual violence, politics of victimhood, anti-war activism, resistance and agency. We will pay particular attention to case studies from the global South.

The gendered analyses of war will be explored from a multi-disciplinary framework including history, anthropology, sociology, political science, international relations, philosophy, literature and film. We will utilize film, journalistic accounts, ethnographic narratives and other resources to explore the complex ways in which people, especially men and women experience and respond to wars differently.

POLS BC3370 DOMESTIC REALITY OF AMER FOREIGN POLICY. 4.00 points.

Who determines American foreign policy? How does the CNN Effect impact choices in American foreign policy? This course seeks to answer those questions by focusing on how domestic politics can influence American foreign policy decisions. The Domestic Reality of American Foreign Policy will examine how formal and informal political actors affect the foreign policy process. The course will briefly review the determinants of American Foreign Policy, such as the role theory, external sources, and psychological and societal sources. This course will place a premium on the outer concentric circle of the American foreign policy process by examining how informal political actors can influence foreign policy decisions, such as the mass media, interest groups, and public opinion polls can sway presidential decisions regarding foreign policy issues. The course will rely on using the garage can model to critically analyze how foreign policy decisions are decided that require public support. Moreover, this course will examine broad topics, including how internal matters in the United States, such as racial unrest, queer social movements, and other domestic considerations, can impact American foreign policy issues

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](#). [Barnard syllabus](#).

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.

POLS BC3407 DEMOCRACY'S GUARDRAILS?. 3.00 points.

The speed and smoothness of democratic backsliding and the suddenness of democratic breakdowns tend to surprise us. We expect established institutions and parties, as well as the individuals socialized in democratic norms who populate them, to remain loyal to democracy. But instead we often see both hard and soft guardrails of democracy (institutions and norms) crumble, as various combinations of judges, capitalists, party activists, bureaucrats, military officers, and law-enforcement personnel accept and even support the actions of aspiring authoritarians. In this course we will explore why and when this happens—and also look at conditions that might prevent this from happening. Our focus will be specific—not on the would-be dictators or on structural forces that might shape these processes but on those institutions and actors that might be considered the bystanders or enablers of democratic reversals. Our readings will include political science literature on democratic breakdowns and fracturing of elite consensus, political norms, and strategic games of transition, but we will also read selections of relevant histories and memoirs. We will consider cases of breakdown and backsliding from 1930s Germany to 1970s Chile to twenty-first-century Hungary, Poland, and the United States—always focusing on potential guardrails

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

POLS BC3411 *Colloquium on Building Peace. 4 points.

Prerequisites: POLS 1601 (Intro to International Politics) or equivalent. Admission by application 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.

RELI UN3415 Climate, Religion, and the Anthropocene. 4.00 points.

This course examines intersections between religious life and climate change in a comparative and global perspective. In recent years, the idea of the Anthropocene—the period of geological time during which human activity has become the primary force shaping the Earth's climate—has abounded in both academic and popular literature. This focus on human agency over the climate raises questions about the extent to which humans share equally responsibility for and vulnerability to climate change, as well as differing understandings of human relationships and responsibilities toward the environment. This course uses religion as a lens to examine the role of humans in both creating ecological destruction and efforts to repair and rework relationships with the natural world. We will draw on primary texts from religious traditions around the world in a bid to unsettle human-centric and universalist narratives of the Anthropocene. By the end of the semester, students will have deepened and nuanced their understandings of the notoriously vexed categories of religion and the Anthropocene, and come away with new ways of thinking about the climate crisis

POLS BC3435 COLL: LAW AND VIOLENCE. 4.00 points.

Prerequisites: Admission by application through the Barnard Political Science Department only. Enrollment limited to 16 students. Requires POLS 1011 (Political Theory) or equivalent. This colloquium examines how the law can participate in the justification of various forms of violence, exclusion, and inequality. It focuses on the power of law to determine which subjects get recognized as persons entitled to rights. Possible topics include slavery, migration, gender, sexual orientation, disability, homelessness, and nonhuman animals

Fall 2025: POLS BC3435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3435	001/00253	W 11:00am - 12:50pm 306 Milbank Hall	Ayten Gundogdu	4.00	14/12

HIST UN3437 CORP BEHAVIOR # PUBLIC HEALTH. 4.00 points.

Priority given to majors and concentrators, seniors, and juniors.

In the decades since the publication of *Silent Spring* and the rise of the environmental movement, public awareness of the impact of industrial products on human health has grown enormously. There is growing concern over BPA, lead, PCBs, asbestos, and synthetic materials that make up the world around us. This course will focus on environmental history, industrial and labor history as well as on how twentieth century consumer culture shapes popular and professional understanding of disease. Throughout the term the class will trace the historical transformation of the origins of disease through primary sources such as documents gathered in lawsuits, and medical and public health literature. Students will be asked to evaluate historical debates about the causes of modern epidemics of cancer, heart disease, lead poisoning, asbestos-related illnesses and other chronic conditions. They will also consider where responsibility for these new concerns lies, particularly as they have emerged in law suits. Together, we will explore the rise of modern environmental movement in the last 75 years

WMST UN3450 Topics in Sexuality and Gender Law. 3 points.

As society shifts in its views about sexuality and gender, so too does the law. Indeed, legal developments in this area have been among the most dynamic of the past couple of decades. Yet law does not map easily or perfectly onto lived experience, and legal arguments do not necessarily track the arguments made in public debate.

In this seminar, we will explore the evolving jurisprudence of sexuality and gender law in a variety of areas. Our goal throughout the semester will be to understand and think about these issues as lawyers do - with our primary focus on understanding and evaluating the arguments that can be made on both (or all) sides of any particular case, with some attention to the factors outside of the courtroom that might shape how courts approach their work. Related to this, we will also seek to understand how and why some of the jurisprudence has changed over time.

ANTH UN3465 WOMEN, GENDER POL-MUSLIM WORLD. 3.00 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Practices like veiling, gendered forms of segregation, and the honor code that are central to Western images of Muslim women are also contested issues throughout the Muslim world. This course examines debates about gender, sexuality, and morality and explores the interplay of political, social, and economic factors in shaping the lives of men and women across the Muslim world, from the Middle East to Europe. The perspective will be primarily anthropological, although special attention will be paid to historical processes associated with colonialism and nation-building that are crucial to understanding present gender politics. We will focus on the sexual politics of everyday life in specific locales and explore the extent to which these are shaped by these histories and the power of representations mobilized in a global world in the present and international political interventions. In addition to reading ethnographic works about particular communities, we read memoirs and critical analyses of the local and transnational activist movements that have emerged to address various aspects of gender politics and rights

Spring 2025: ANTH UN3465

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ANTH 3465	001/10584	M W 11:40am - 12:55pm 614 Schermerhorn Hall	Lila Abu-Lughod	3.00	58/75

URBS UN3480 From Homelessness to Foreclosure: NYC Geographies of Shelter and Home. 4 points.

This course will examine the social, political, and economic elements that have aligned in New York City to produce the most expansive infrastructure of homeless shelters in the United States, as well as ongoing changes in the city's homeless policy since the housing foreclosure crisis. While we will focus primarily on the past 30 to 40 years in New York City, we will consider the history of homelessness and housing in the United States since the Great Depression. Major themes will include criminalization, origin myths, and representations of people who are experiencing homelessness. Key questions will include: In what ways is the current geography of homelessness the result of historical patterns of racism and discrimination? How does studying homelessness provide insight into the ways urban spaces are made? Why have shelters become the primary public response to homelessness in New York? How are race and gender central to the project of building a shelter infrastructure in New York? How are shelters experienced by those living in them? What are some of the ways people living in shelters organize to advocate for their rights and to resist mainstream representations?

CSER UN3490 POST 9/11 IMMIGRATION POLICIES. 4.00 points.

Since September 11, 2001, there has been an avalanche of immigration enforcement policies and initiatives proposed or implemented under the guise of national security. This course will analyze the domino effect of the Patriot Act, the Absconder Initiative, Special Registration, the Real I.D. Act, border security including the building of the 700-mile fence along the U.S./Mexico border, Secured Communities Act—that requires the cooperation of state and local authorities in immigration enforcement, the challenge to birthright citizenship, and now the congressional hearings on Islamic radicalization. Have these policies been effective in combating the war on terrorism and promoting national security? Who stands to benefit from these enforcement strategies? Do immigrant communities feel safer in the U.S.? How have states joined the federal bandwagon of immigration enforcement or created solutions to an inflexible, broken immigration system?

Fall 2025: CSER UN3490

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3490	001/10175	T 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4.00	20/22

POLS BC3505 COLL: MAKING DEMOCRACY WORK. 4.00 points.

Beginning in the mid-1970s a democratic wave swept the globe. It started in Southern Europe, spread throughout Latin America, parts of East Asia and Africa, and engulfed the former Soviet bloc. In all, dozens of new democracies emerged during the late twentieth century and by the early 21st century there were more democracies in the world than there had ever been before. Over the last decade and a half, however, a democratic undertow has sent in. Many new democracies have slid back towards dictatorship and many old democracies have experienced significant problems as well. This colloquium will examine the literature on democratic consolidation and backsliding, providing students with an overview of the most important theories about what makes democracy work—or not

WMST BC3514 HIST APPROACHES FEMINIST QUES. 4.00 points.

Comparative study of gender, race, and sexuality through specific historical, socio-cultural contexts in which these systems of power have operated. With a focus on social contexts of slavery, colonialism, and modern capitalism for the elaboration of sex-gender categories and systems across historical time

Fall 2025: WMST BC3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/00744	T 12:10pm - 2:00pm 113 Milstein Center	Elizabeth Duggan	4.00	19/20

HIST UN3518 COLUMBIA UNI # SLAVERY. 4.00 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 College and its colonial predecessor Kings College, with the institution of slavery

CSER UN3522 War, Gender # Migration. 4.00 points.

What are the lived experiences and historical contexts of war? How are war and peace gendered and racialized? How do war and conflict impact and complicate belonging and influence the movement of people across borders and boundaries? With these questions in mind, this course examines the dynamics of war and its aftermath through a complex intersectional lens of gender, race, sexuality, class, religion, and nation. We will also consider how war and conflict lead to forced migration. Most regions of the world are currently or have been, immersed in war and conflict. In order to better understand how and why wars are fomented and conflicts occur, we will examine U.S. wars as well as transnational conflicts and perspectives, while considering how the construction of “the enemy” is gendered and racialized. We will utilize readings from various fields of study to examine historical processes of war, conflict, and displacement. We will combine diverse texts and theoretical engagements, lectures, documentary films, discussions, and class-based activities to interrogate war and notions of subjectivity, alterity, and belonging across time, place, and space

POLS UN3528 NEW/OLD FORMS OF POL PROTEST. 3.00 points.

This course will introduce the students to the important topic of political protest. Each week we will address different aspects of the phenomenon: from the determinant to the actors and strategies of protest. We will discuss how the forms of protest have changed and the current role of the internet in general and social media in particular. Finally, we will discuss the role of the state and state repression, in particular censorship in the dynamics of protest. Since this is a comparative politics course, we will cover a range of different countries, including the United States, as well as both democratic and authoritarian regimes

Spring 2025: POLS UN3528

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3528	001/13398	T Th 8:40am - 9:55am 307 Uris Hall	Chiara Superti	3.00	42/40

POLS BC3543 COLL:NON-STATE GOV CRIME/WAR. 4.00 points.

Prerequisites: (POLS UN1501)

Prerequisites: (POLS UN1501) The conventional wisdom is that crime and civil war are linked to disorder. But these are far from disorderly and ungoverned 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 UN3565 DRUGS # POLITICS IN AMERICAS. 4.00 points.

A major challenge for governments across the Western Hemisphere is the complex relationship between illicit drugs, violence, and politics. We can see this relationship operating at multiple levels, from everyday politics in gang-controlled neighborhoods to the global arenas where governments debate and craft international drug policy. These links also reach back in history to global wars of empire and colonial rule, race relations during and following the collapse of the institution of slavery, and contemporary drug wars being waged across the Western Hemisphere and other parts of the world. Today, the dynamics and consequences of the politics of illicit drugs touch all our lives in different ways, including individual and family struggles with substance abuse, everyday encounters with militarized police, and the strains on democracy and citizenship, among many others. This course will examine some of these dynamics and consequences with a theoretical and empirical focus mainly on Latin America and the United States. Throughout our time together we will connect these pressing issues to broader theories, concepts and empirical findings in political science. The course is divided into several individual modules (denoted below with the headings A – G) under three overarching themes for this semester: 1. Politics of Drugs in a Historical Perspective: The first theme is a broad historical overview of the political origins of illicit drugs and the global drug regime. Some of the main questions we will tackle are: When and why did states label drugs as illicit? How did domestic and global politics come together to shape the global drug regime and the “war on drugs?” What role did race and gender play in the early social construction of illicit drugs? 2. Illicit Drugs, Politics and Governance: The second theme focuses on contemporary linkages between illicit drugs, violence, and politics. Here we will examine the conditions under which illicit drug markets are either violent or (relatively) peaceful. We will tackle questions like: Do states always seek to dismantle drug markets? What is the relationship between illicit drugs and electoral politics? What role do illicit drugs play in governance by armed non-state actors? Are states and criminal actors involved in the drug trade always at “war” with each other? 3. Democracy, Citizenship, and the War on Drugs: The third and final theme centers on the political consequences of the war on drugs for questions of democracy and citizenship in the Western Hemisphere. Some of the questions that will help us make sense of these consequences are: How does the war on drugs impact democracy and citizenship? What is the political economy of imprisonment? And in what ways do imprisonment and police-citizen interactions – stemming from the war on drugs – shape individual and collective political behavior and political subjectivity?

Fall 2025: POLS UN3565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3565	001/00688	M W 10:10am - 11:25am 405 Milbank Hall	Eduardo Moncada	4.00	69/90

AFRS BC3585 POOR IN AMERICA: THE EXPERIENCE AND IMPACT OF FINANCIAL DEPRIVATION. 4.00 points.

This course focuses on the life experiences and impact of poverty in the contemporary United States. We will be exploring the consequences of financial and material deprivation on work, housing, health, parenting, children, as well as the limits and opportunities for inter-generational mobility and how each of these intersect with gender, racial and ethnic identities. We will be learning about the experiences of individual persons as well as how these particular experiences reflect the overarching patterns of social, political and economic trends in the United States. The course will incorporate a diverse set of disciplinary perspectives to shed light on the challenges faced by persons living in poverty. In addition, there will be an emphasis on learning about and critically assessing methodological approaches applied in the literature. No prior knowledge of methods is required and any technical references will be explained in class

AFRS BC3589 BLK SEXUAL PLTCS U.S.POP CLTR. 4.00 points.

Prerequisites: Permission of the Instructor
Black Feminism(s)/Womanism(s)

POLS UN3604 War, Peace, and International Interventions in Africa. 4 points.

This course analyzes the causes of violence in wars and 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 and international conflicts.

POLS BC3605 The Global Politics of Climate Change. 4.00 points.

Climate change mitigation is the greatest global political challenge of our times. This course uses concepts drawn from the broader political science literature to analyze the recent history and possible future trajectories of interactions between international politics and climate change, including the international political economy of various relevant commercial sectors. It has no prerequisites, and no background knowledge is required

PSYC UN3615 Children at Risk (Lecture). 4 points.

Prerequisites: *PSYC W1010*, *PSYC W2280*, *PSYC W2620*, or *PSYC W2680*, and the instructor's permission.

Considers contemporary risk factors in children's lives. The immediate and enduring biological and behavioral impact of risk factors.

Fall 2025: PSYC UN3615

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3615	001/13614	T 10:10am - 12:00pm 307 Uris Hall		4	34/35

POLS UN3619 NAT'L # CONTEMP WORLD POLITICS. 3.00 points.

The causes and consequences of nationalism. Nationalism as a cause of conflict in contemporary world politics. Strategies for mitigating nationalist and ethnic conflict

Spring 2025: POLS UN3619

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3619	001/13399	M W 10:10am - 11:25am 413 Kent Hall	Jack Snyder	3.00	53/70

POLS UN3623 ENDING WAR # BUILDING PEACE. 3.00 points.

This course provides an introduction to the politics of war termination and peace consolidation. The course examines the challenges posed by ending wars and the process by which parties to a conflict arrive at victory, ceasefires, and peace negotiations. It explores how peace is sustained, why peace lasts in some cases and breaks down in others and what can be done to make peace more stable, focusing on the role of international interventions, power-sharing arrangements, reconciliation between adversaries, and reconstruction

ANTH UN3703 Climate Change and Colonialism. 4.00 points.

In 2022, the Intergovernmental Panel on Climate Change (IPCC) recognized colonialism's contributions to the climate crisis, citing its "historical and ongoing patterns of inequity." This was the first time that this group of climate experts had ever formally acknowledged colonialism, despite activists, writers, artists, and scholars from around the world emphasizing the devastations of colonial extractions. A sole focus on the present and future of the climate crisis obscures a deeper understanding of how the crisis came to be. This course asks: How has colonialism, namely, colonial processes of domination, extraction, control, dispossession, knowledge-making, and violence, created the climate crisis as well as enduring inequalities? How does the past intimately structure the possibilities of the present? How can an understanding of colonialism's "historical and ongoing" effects deepen calls for climate justice? This interdisciplinary seminar features an anthropological and historical exploration of the specificities of colonial regimes' extractive violence against people, land, and resources. We will see how climate change is intensified through unequal social, political, and economic distributions of harm and advantage, and how climate vulnerability is created and maintained. The goal of the course is to provide students with conceptual tools for historicizing climate change, and for critically engaging the consequences of colonial relations of power

SOCI UN3721 Social Justice: Connecting Academics to Action. 5.00 points.

This course will create an opportunity for active engagement between students doing sociology and a local organization working for social change by organizing immigrant communities, Make the Road New York. Students will be expected to actively study and/or participate in a project designed by the instructor and organization leaders. The action/research will primarily take the form of interviews (conducting interviews with members and leaders from an organization or campaign) and participant observation (taking part in the activities of the organization/campaign) and analysis of those interviews and observations. To accomplish this collaborative research project, students will take on different roles throughout the course, including that of fieldworker, project coordinator, analysis coordinator, and context researcher. Students will also read, discuss, and write about literature on scholarly-community partnerships and community organizing. Admittance by application and interview only. Preference to Sociology majors. Spanish speakers and writers, juniors, and seniors

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.

RELI UN3771 Indigenous Enlightenment. 4.00 points.

What is the source of truth and authority? What is the origin of the world and how does that determine the social order? Who ought to rule, why, and how? What are the standards for measuring justice and injustice? What is our relationship to the environment around us and how should its resources be distributed among people? How do we relate to those who are different from us, and what does it mean to be a community in the first place? Historically, the answers to these questions that have been described as “religious” and “political” have been the restricted to a specific tradition of Western European Christianity and its secular afterlives. However, these are questions that every society asks, in order to be a society in the first place. This course analyzes how indigenous peoples in the Americas asked and answered these questions through the first three centuries of Western European imperial rule. At the same time, this course pushes students to question what gets categorized as uniquely “indigenous” thought, how, and why.

PHIL UN3800 PHILOSOPHY, JUSTICE AND SOCIAL ACTIVISM. 4.00 points.

In his Theses on Feuerbach, Karl Marx writes, “Philosophers have only interpreted the world in various ways; the point is to change it.” The questions to ask in response to Marx’s exhortation include: how do we recognize the need for change and appropriately effect it? What are the relations between our goals and the means to them? How can we better understand our goals to make the means more suitable? When we organize to produce results, what are we doing? Do we know exactly who and what we want to change? What are the “ethics of process”? What exactly do we do when we organize? A tentative definition: to organize is to bring together individuals who have common interests in a way that will enhance their power. What kind of power is this? What other forms of power are there? What is the best form of coordinating among individuals? If we better understand the dynamics of organizing, should we reconceive our goals accordingly? How do we better tap into shared values and concerns? What temptations and distractions get in the way of our goals? What problems prevent us from achieving them? Do we have goals that can be achieved? If not, how can we revise them?

POLS BC3810 *Colloquium on Aid, Politics & Violence in Africa. 4 points.

Prerequisites: POLS V1601 or the [equivalent](#). [Admission by application](#) through the Barnard department only. Enrollment limited to 16 students. [Barnard syllabus](#).

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.)

HIST BC3870 GENDER# MIGRATN:GLOBAL PERSPC. 4.00 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

Spring 2025: HIST BC3870

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00842	W 9:00am - 10:50am 119 Milstein Center	Jose Moya	4.00	10/14

Fall 2025: HIST BC3870

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00366	W 9:00am - 10:50am 318 Milbank Hall	Jose Moya	4.00	5/15

ANTH UN3878 Neoliberal Urbanism and the Politics of Exclusion. 4 points.

Enrollment limit is 20.

This seminar examines the impact of neo-liberal strategies and practices of urban development and governance on contemporary American cities with special emphasis on the dividing practices that have led to the segregation, stigmatization and exclusion of urbanites on the basis of class, race, sex/gender and other power-laden ascriptions of difference and pathology. We will situate the formative period of neoliberal urbanism in the urban renewal or “slum clearance” programs of the 1950s and 1960s-initiatives that registered post-war anxieties concerning civil defense, urban disinvestment and growing populations of racial-cum-ethnic “minorities.” Through a reading of key anthropological ethnographies and other literature across disciplines, we will examine topics including: deindustrialization and the construction of the inner city and “ghetto underclass,” the cultural politics of neo-liberal governance, the privatization and policing of public space, gated communities, gentrification and socioeconomic polarization, and homelessness

RELI UN3881 Indigenous Peoples in International Law I. 4.00 points.

How did European-Christians justify the colonization of the Americas? Did these justifications vary between different European empires, and between the Protestant and Catholic faiths, and if so, how? Do these justifications remain in effect in modern jurisprudence and ministries? This class explores these questions by introducing students to the Doctrine of Discovery. The Doctrine of Discovery is the defining legal rationale for European Colonization in the Western Hemisphere. The Doctrine has its origins in a body of ecclesiastic, legal, and philosophical texts dating to the late-fifteenth century, and was summarized by Chief Justice John Marshall of the United States Supreme Court, in the final, unanimous decision the judiciary issued on the 1823 case *Johnson v. M'Intosh*. Students will be introduced to the major, primary texts that make up the Doctrine, as well as contemporary critical studies of these texts and the Doctrine in general

SOCI BC3909 Ethnic Conflict and Unrest. 4 points.
Not offered during 2024-2025 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 UN3914 INEQUALITY, POVERTY # MOBILITY. 4.00 points.

This is an undergraduate seminar in social stratification. The course focuses on the current American experience with socioeconomic inequality and mobility. The goals of the course are to understand how inequality is conceptualized and measured in the social sciences, to understand the structure of inequality in the contemporary U.S. to learn the principal theories and evidence for long term trends in inequality, to understand the persistence of poverty and the impact of social policies on American rates of poverty, and to understand the forces that both produce and inhibit intergenerational social mobility in the U.S. Given the nature of the subject matter, a minority of the readings will sometimes involve quantitative social science material. The course does not presume that students have advanced training in statistics, and any readings sections that contain mathematical or statistical content will be explained in class in nontechnical terms as needed. In these instances, our focus will not be on the methods, but rather on the conclusions reached by the author concerning the research question that is addressed in the text

Fall 2025: SOCI UN3914

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3914	001/13116	T 2:10pm - 4:00pm 509 Knox Hall	Thomas DiPrete	4.00	18/20

SOCI UN3915 Stigma and Discrimination. 4 points.

This course considers stigma and discrimination as general processes that apply to a broad range of phenomena, from mental illness to obesity to HIV/AIDS to racial groups. We will use a conceptual framework that considers power and social stratification to be central to stigma and discrimination. We will focus on both macro- and micro-level social processes and their interconnections, and we will draw on literature from both sociology and psychology.

WMST UN3915 GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES. 4.00 points.

Enrollment limited to 15.

Prerequisites: Critical Approaches or the instructor's permission. This course considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist and queer movements that have emerged to address contemporary gendered and sexual inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist and queer politics, and human rights. If it is a small world after all, how do forces of globalization shape and redefine the relationship between gender, sexuality, and powerful institutions like the state? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of nationalism and in the political economy of globalization? These questions will frame this course by highlighting how gender, sexuality, and power coalesce to impact the lives of individuals in various spaces including workplaces, the academy, the home, religious institutions, the government, and civil society, and human rights organizations. This course will enable us to think transnationally, historically, and dynamically, using gender and sexuality as lenses through which to critique relations of power and the ways that power informs our everyday lives and subjectivities

Fall 2025: WMST UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3915	001/10045	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Tara Gonsalves	4.00	13/15

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.

CSER UN3924 Latin American and Latina/o Social Movements. 4 points.

In Latin America, a wave of new popular social movements have been transforming politics and social reality. In the United States, latino/as are building on decades of organizing and demographic growth to claim a new public persona and challenge their marginal status. What are the significant areas of political action, and how can we understand them? What claims can those disenfranchised for reasons of race, class, or national origin make on societies? Indigenous survival movements in Brazil, multi-ethnic electoral alliances in Bolivia, growing Afro-Colombian assertion, Dominican community organizing in New York City, and poetic post-marxist guerrillas in Mexico are just a few of the new forms of social activism that are transforming class, ethnic identity, and citizenship throughout the Americas, and combating the dominance of free-market social and economic policies. We will discuss a number of important social movements throughout the region, while developing tools for understanding social movements and their possibilities. This class is designed to give you an opportunity to do independent research; as a result, it will demand your intensive engagement, and your willingness both to master the information and tools we go over in class, and to pursue a specific topic of your own choosing. Students will all write a term paper based on independent research.

CSER UN3928 COLONIZATION/DECOLONIZATION. 4.00 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.

Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructors 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

Fall 2025: CSER UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/10182	W 10:10am - 12:00pm 420 Hamilton Hall	Karl Jacoby	4.00	21/20

HIST UN3928 SLAVERY/ABOLITION-ATLANTIC WRLD. 4.00 points.

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 more thematic and less 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 free people'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

Fall 2025: HIST UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3928	001/10358	T 2:10pm - 4:00pm 311 Fayerweather	Natasha Lightfoot	4.00	7/13

SOCI BC3934 Global Activism. 4.00 points.

This seminar will investigate efforts to coordinate, justify, and understand global activism through lenses of internationalism, solidarity, and universal human rights. We will also study transformations in the global institutional landscape – comprising international finance, supranational unions, and non-governmental organizations – which is itself the contradictory outcome of prior cycles of contestation. We will survey historical precedents, analyze contemporary manifestations, and speculate on the future prospects of global activism. Students will explore cases and concepts by reading scholarly literature and by considering the political practices, texts, and media created by movements themselves

CSER UN3940 COMP STUDY OF CONSTITUTIONAL CHAL. 4.00 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

Spring 2025: CSER UN3940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3940	001/15876	Th 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4.00	16/22

AHIS BC3949 The Art of Witness: Memorials and Historical Trauma. 4 points.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

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.

SOCI UN3960 SEMINAR - PROBLEMS OF LAW & SOCIETY. 4.00 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

SOCI UN3974 SOCI OF SCHOOLS,TEACH,LEARNING. 4.00 points.

In this class we will examine the school as a central institution in modern society, and we will grapple with an important question in the sociology of education: what role to schools play in reinforcing or challenging broader patterns of social inequality? We will pay special attention to the ways in which students class, race/ethnicity and gender shape their educational experiences. We will also look at how schools are organized, how schools construct differences among students, and how schools sort kids into different (and unequal) groups. Finally we will explore the types of interventions - at both the individual and organizational levels - that can mitigate inequality in educational achievement and help low-income students to succeed. One such intervention that has shown promise is tutoring in academic and social and behavioral skills, and interventions that strengthen self-affirmation. A major component of this class is your experience as a tutor. You will be trained as tutors to work with students from local high schools both through in-person tutoring and through tutoring using social networking technologies. Throughout the semester we will combine our academic learning with critical reflection on our experience in the field. Because you will be working with NYC high school students, we will pay special attention to how NYC high schools are organized and how current issues in education play out in the context of NYC schools

WMST GU4000 GENEALOGIES OF FEMINISM. 4.00 points.

Genealogies of Feminism: Course focuses on the development of a particular topic or issue in feminist, queer, and/or WGSS scholarship. Open to graduate students and advanced undergraduates, though priority will be given to students completing the ISSG graduate certificate. Topics differ by semester offered, and are reflected in the course subtitle. For a description of the current offering, please visit the link in the Class Notes

Fall 2025: WMST GU4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4000	001/10132	T 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Julia Bryan-Wilson	4.00	13/12

PUBH GU4200 Environment, Health, and Justice: Concepts and Practice. 3.00 points.

Please note: this class was designed as part of the Special Concentration in Public Health. It is open to undergraduates, as well as students in Public Health, and will be taught on the Morningside campus. This course introduces key concepts on environmental health sciences and environmental justice and their application to address environmental health disparities affecting communities in New York City, across the United States and globally. The course will present theory and methods needed to characterize, understand and intervene on environmental health problems with a focus on methods that are particularly appropriate for environmental justice research and interventions. We will describe environmental health disciplines such as exposure sciences, environmental epidemiology, environmental biosciences and toxicology, as well as methods to assess expected environmental health impacts

Fall 2025: PUBH GU4200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 4200	001/11132	M W 10:10am - 11:25am 207 Mathematics Building	Elizabeth Schroeder, Ana Navas Acien, Ami Zota	3.00	64/100

AMST GU4300 Latina/o/x NY. 4.00 points.

Latina/o/x populations constitute over 19% of the U.S. population as of 2020, one of the fastest growing groups in the U.S. with a long and rich history in the U.S while maintaining transnational ties. In this course students are invited to critically analyze the social histories of and contemporary experiences of a diverse range of Latino/a/x populations from across the Americas. Over the course of the semester, we will discuss how Latino/a/x populations come to reside in and transform New York City, how Latina/o/x populations contend with everyday life and, how they shape and reshape the communities they resettle in. Although the focus is on New York City, we will also examine the movement of peoples from the Caribbean and Latin America. Topics include histories of migration, labor recruitment, citizenship, coloniality and racialization, neoliberalism and the rise of financialization in NYC, environmental racism, community formation and Latino/a/x political activism. We will critically examine a variety of text and genres ranging from anthropological, historical, poetry, documentary, films, media, and art to shift away from homogeneous categorization of Latino/a/x populations to understanding populations as dynamic and complex. Students are invited to bring their stories to class as this is a collaborative learning environment

Fall 2025: AMST GU4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AMST 4300	001/00222	Th 2:10pm - 4:00pm 308 Diana Center	Lisa Jahn	4.00	10/15

CPLS GU4325 Abolition Medicine: Medical Racisms and Anti-Racisms. 3.00 points.

In 1935, WEB Dubois wrote about abolition democracy: an idea based not only on breaking down unjust systems, but on building up new, antiracist social structures. Scholar activists like Angela Davis, Ruth Gilmore and Mariame Kaba have long contended that the abolition of slavery was but one first step in ongoing abolitionist practices dismantling racialized systems of policing, surveillance and incarceration. The possibilities of prison and police abolition have recently come into the mainstream national consciousness during the 2020 resurgence of nationwide Black Lives Matters (BLM) protests. As we collectively imagine what nonpunitive and supportive community reinvestment in employment, education, childcare, mental health, and housing might look like, medicine must be a part of these conversations. Indeed, if racist violence is a public health emergency, and we are trying to bring forth a “public health approach to public safety” – what are medicine’s responsibilities to these social and institutional reinventions? Medicine has a long and fraught history of racial violence. It was, after all, medicine and pseudoscientific inquiry that helped establish what we know as the racial categorizations of today: ways of separating human beings based on things like skin color and hair texture that were used (and often continue to be used) to justify the enslavement, exclusion, or genocide of one group of people by another. Additionally, the history of the professionalization of U.S. medicine, through the formation of medical schools and professional organizations as well as and the certification of trained physicians, is a history of exclusion, with a solidification of the identity of “physician” around upper middle class white masculinity. Indeed, the 1910 Flexner Report, whose aim was to make consistent training across the country’s medical schools, was explicit in its racism. From practices of eugenic sterilization, to histories of experimentation upon bodies of color, medicine is unfortunately built upon racist, sexist and able-ist practices. This course is built on the premise that a socially just practice of medicine is a bioethical imperative. Such a practice cannot be achieved, however, without examining medicine’s histories of racism, as well as learning from and building upon histories of anti-racist health practice. The first half of the semester will be dedicated to learning about histories of medical racism: from eugenics and racist experimentation to public health xenophobic fear mongering. The second half of the semester will be dedicated to examining medical and grassroots anti-racist practices: from the free health clinics and hospital takeovers of the Black Panther and Young Lords Parties, to environmental activism in Flint and the Sioux Rock Reservation to antiracist AIDS and COVID activism

Fall 2025: CPLS GU4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CPLS 4325	001/10323	Th 12:10pm - 2:00pm 309 Hamilton Hall	Sayantani DasGupta	3.00	21/20

CSER GU4340 Visionary Medicine: Racial Justice, Health and Speculative Fiction. 4.00 points.

In Fall 2014, medical students across the U.S. staged die-ins as part of the nationwide #blacklivesmatter protests. The intention was to create a shocking visual spectacle, laying on the line “white coats for black lives.” The images were all over social media: students of all colors, dressed in lab coats, lying prone against eerily clean tile floors, stethoscopes in pockets, hands and around necks. One prone student held a sign reading, “Racism is Real.” These medical students’ collective protests not only created visual spectacle, but produced a dynamic speculative fiction. What would it mean if instead of Michael Brown or Eric Garner or Freddie Gray, these other, more seemingly elite bodies were subjected to police violence? In another viral image, a group of African American male medical students from Harvard posed wearing hoodies beneath their white coats, making clear that the bodies of some future doctors could perhaps be more easily targeted for state-sanctioned brutality. “They tried to bury us,” read a sign held by one of the students, “they didn’t realize we were seeds.” Both medicine and racial justice are acts of speculation; their practices are inextricable from the practice of imagining. By imagining new cures, new discoveries and new futures for human beings in the face of illness, medicine is necessarily always committing acts of speculation. By imagining ourselves into a more racially just future, by simply imagining ourselves any sort of future in the face of racist erasure, social justice activists are similarly involved in creating speculative fictions. This course begins with the premise that racial justice is the bioethical imperative of our time. It will explore the space of science fiction as a methodology of imagining such just futures, embracing the work of Asian- and Afroturism, Cosmos Latinos and Indigenous Imaginaries. We will explore issues including Biocolonialism, Alien/ nation, Transnational Labor and Reproduction, the Borderlands and Other Diasporic Spaces. This course will be seminar-style and will make central learner participation and presentation. The seminar will be interdisciplinary, drawing from science and speculative fictions, cultural studies, gender studies, narrative medicine, disability studies, and bioethics. Ultimately, the course aims to connect the work of science and speculative fiction with on the ground action and organizing

Spring 2025: CSER GU4340

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 4340	001/13853	W 10:10am - 12:00pm 328 Uris Hall	Sayantani DasGupta	4.00	21/20

MDES GU4349 Concentration Camps from Cuba to East Asia. 3 points.

Forcibly moving civilians to designated areas as a wartime measure has constituted a widely practiced military strategy for centuries. In the late 19th and early 20th centuries, colonial powers increasingly provided more structure and organization to these policies of relocation and internment in the Americas, Africa, and East Asia. This course provides a social history of civilian internment and mass murder from late-19th century colonial cases to World War II.

Through case studies of the Spanish-Cuban war, the South African War, the Philippines-American War, the genocide of the Herrero and Nama in Southwest Africa, the Armenian Genocide, and the Holocaust, the course traces the evolution of the concentration camp from a counter-insurgency strategy in wartime to a weapon of mass murder. The course also examines the internment of Japanese Americans, and the Japanese “comfort stations” in comparative perspective.

MDES GU4357 WAR, GENOCIDE, # AFTERMATH COMP PERSPECTIV. 4.00 points.

This 4000-level course examines how societies grapple with the legacy of mass violence, through an exploration of historical texts, memoirs, textbooks, litigation, and media reports and debates on confronting the past. Focusing on case studies of the Herero Genocide, the Armenian genocide during WWI, and the Holocaust and the Comfort Women during WWII, students investigate the crime and its sequelae, looking at how societies deal with skeletons in their closets (engaging in silence, trivialization, rationalization, and denial to acknowledgment, apology, and repair); surveying responses of survivors and their descendants (with particular attention to intergenerational transmission of trauma, forgiveness, resentment, and the pursuit of redress); and dissecting public debates on modern day issues that harken back to past atrocities.

POLS GU4409 Political Activism and Social Movements. 3 points.

How do ordinary citizens participate in democratic politics? The course examines main concepts in the comparative study of political participation and social and political movements to address this question. The first part of the course focuses on normative and methodological aspects related to the study of political activism. In this part, we examine the role that citizens' political activism plays in democratic politics and look at how these normative views are reflected in the methods used to study political activism (individual and organizational surveys, protest event analysis, participant observation). In the second part of the course, we focus on the individual-level political participation. Here we discuss various modes of political action available to citizens of contemporary democracies and examine micro-, meso-, macro-factors that determine people's willingness to get involved in politics. The third part of the course focuses on the meso-level of political actors that organize and coordinate people's political activism – social movements, interest groups and civil society organizations. This part of the course discusses the role of organizational resources, strategic action repertoire, political opportunities and framing and campaigning strategies of mobilizing actors.

ECON GU4438 ECONOMICS OF RACE IN THE U.S.. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213

Prerequisites: ECON UN3211 and ECON UN3213 ECON GU4400 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.

POLS GU4474 Politics, Justice and Human Rights in Southeast Asia. 4 points.

The course starts from the premise that questions of justice are essentially political, and their study cannot be safely left in the sole hands of lawyers and legal experts. In recent years, a number of important global trends have become evident in the study of justice. These include a growing focus on transitional justice – especially how the transition from an authoritarian regime, or from conditions of violent conflict, may best be handled. Another important trend is the so-called 'new constitutionalism' – efforts to strengthen checks and balances through establishing new institutions such as constitutional courts. A third trend concerns disturbing developments in the use of the criminal justice system for essentially political purposes. This course will explore how these recent trends are being played out in various parts of Southeast Asia.

ECON GU4480 GENDER # APPLIED ECONOMICS. 3.00 points.

Prerequisites: ECON UN3211 and ECON UN3213 *ECON W3211, W3213.*

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.

WMST GU4506 Gender Justice. 3 points.

This course will provide an introduction to the concrete legal contexts in which issues of gender and justice have been articulated, disputed and hesitatingly, if not provisionally, resolved. Readings will cover issues such as Workplace Equality, Sexual Harassment, Sex Role Stereotyping, Work/Family Conflict, Marriage and Alternatives to Marriage, Compulsory Masculinity, Parenting, Domestic Violence, Reproduction and Pregnancy, Rape, Sex Work & Trafficking. Through these readings we will explore the multiple ways in which the law has contended with sexual difference, gender-based stereotypes, and the meaning of equality in domestic, transnational and international contexts. So too, we will discuss how feminist theorists have thought about sex, gender and sexuality in understanding and critiquing our legal system and its norms.

HIST GU4518 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 College and its colonial predecessor King's College, with the institution of slavery.

Fall 2025: HIST GU4518

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4518	001/10355	T 10:10am - 12:00pm 311 Fayerweather	Karl Jacoby	4	10/13

PSYC GU4612 Frontiers of Justice. 4.00 points.

Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective "Change Agents" within their academic institutions and larger communities.. Oriented by the question, What does justice look like?, this course aims to raise political and social awareness and engagement with the challenges facing New York City and strengthen ties between Columbia University, disadvantaged communities, and city government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society.

Spring 2025: PSYC GU4612

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 4612	001/13351	T 6:10pm - 8:00pm 200b Schermerhorn Hall	Peter Dixon	4.00	18/20

SOCI GU4801 Israel and the Palestinians. 4.00 points.

The seminar will examine the main political, economic, and social processes that have been shaping contemporary Israel. The underlying assumption in this seminar is that much of these processes have been shaped by the 100-year Israeli-Arab/Palestinian conflict. The first part of the course will accordingly focus on the historical background informing the conflict and leading to the Palestinian refugee problem and establishment of a Jewish, but not Palestinian, state in 1948. The second part of the seminar focuses on Israel's occupation of the West Bank (and Gaza) and the settlement project, as well as on USA's role and its impact on the conflict, the occupation, and Israel. These topics did not get much academic attention until recently, but as researchers began to realize that the Occupation and the West Bank settlements are among the most permanent institutions in Israel, they have come under the scrutiny of academic research. The third part the seminar will concentrate on the development of the conflict after the establishment of Israel and its effects on sociological processes and institutions in contemporary Israel. Analyzing patterns of continuity and change in the past seven decades, we will discuss immigration and emigration patterns, as well as issue relating to ethnicity, gender, religion and politics, and the Israeli military

Spring 2025: SOCI GU4801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 4801	001/11483	M 2:10pm - 4:00pm 317 Hamilton Hall	Yinon Cohen	4.00	20/20

POLS GU4852 Insurgencies and Civil Wars. 3 points.

Civil wars have become the predominant type of conflict in recent years and decades, as exemplified by the civil wars in Syria, Iraq, Afghanistan, or Yemen, among others. Invariably, these civil wars feature insurgencies, i.e., organized, protracted politico-military struggles designed to weaken control and legitimacy of an established government, occupying power, or other political authority, while increasing insurgent control.

The purpose of this course is to examine the causes, nature, and termination of civil wars and the insurgencies that characterize them. Special emphasis is placed on the conduct of civil wars—the nature of insurgency and counterinsurgency (COIN). The course offers different theoretical perspectives and provides historical and contemporary case studies.

RELI GU4999 GLOBAL INDIGENOUS RELIGIOUS HISTORIES. 4.00 points.

Nomads, natives, peasants, hill people, aboriginals, hunter-gatherers, First Nations—these are just a handful of the terms in use to define indigenous peoples globally. The names these groups use to describe themselves, as well as the varying religious practices, attitudes, and beliefs among these populations are far more numerous and complex. For much of recorded history however, colonial centers of power have defined indigenous peoples racially and often in terms of lacking religion; as pagan, barbarian, non-modern, and without history or civilization. Despite this conundrum of identity and classification, indigenous religious traditions often have well-documented and observable pasts. This course considers the challenges associated with studying indigenous religious history, as well as the changing social, political, and legal dimensions of religious practice among native groups over time and in relationship to the state. Organized thematically and geographically, we will engage with classic works of ethnohistory, environmental history, indigenous studies, anthropology, and religious studies as well as primary sources that include legal documentation, military records, personal testimony, and oral narrative

Spring 2025: RELI GU4999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4999	001/00517	T 10:10am - 12:00pm 407 Barnard Hall	Tiffany Hale	4.00	14/15

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 intergration 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)

Term Lecturer: Emilia Gambardella

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 Franze, 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:

Select one of the following: 6-8

ITAL UN1101 & ITAL UN1102	ELEMENTARY ITALIAN I and ELEMENTARY ITALIAN II
ITAL UN1121	INTENSIVE ELEMENTARY ITALIAN

Select one of the following: 6-8

ITAL V1201 & ITAL V1202	Intermediate Italian I and Intermediate Italian II
ITAL UN1203	6

Ten courses above ITAL V1202 Intermediate Italian II or ITAL UN1203 are required for the major, including:

Select one of the following: 6

ITAL UN3333 & ITAL UN3334	INTRO TO ITALIAN LITERATURE I and INTRO TO ITALIAN LITERATURE II
ITAL GU4502 & ITAL GU4503	ITALIAN CULTURAL STUDIES I and ITL CULTRL ST II:WWI-PRESENT
ITAL UN3335	ADVANCED ITALIAN I 3
ITAL UN3336	ADVANCED ITALIAN II 3

or ITAL UN3337

ITALIAN THROUGH CINEMA

ITAL V3993 3

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 INTRO TO ITALIAN LITERATURE I.

Language Requirement

The language requirement can be fulfilled with ITAL UN1101 ELEMENTARY ITALIAN I-ITAL UN1102 ELEMENTARY ITALIAN II and ITAL V1201 Intermediate Italian I-ITAL V1202 Intermediate Italian II or ITAL UN1121 INTENSIVE ELEMENTARY ITALIAN-ITAL UN1203 (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. 4.00 points.
Limited enrollment.

Elementary level of Italian

Spring 2025: ITAL UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1101	001/13033	T Th 10:10am - 12:00pm 509 Hamilton Hall	Federica Franze	4.00	16/16
ITAL 1101	002/13034	T Th 12:10pm - 2:00pm 509 Hamilton Hall	Federica Franze	4.00	15/16

Fall 2025: ITAL UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1101	001/11345	M T W Th 9:10am - 10:00am 511 Hamilton Hall	Felice Beneduce	4.00	19/18
ITAL 1101	004/11350	M W Th 8:40am - 9:55am 507 Hamilton Hall	Alessandra Saggin	4.00	14/18
ITAL 1101	005/11351	M W 12:10pm - 2:00pm 507 Hamilton Hall	Alessandra Saggin	4.00	11/18
ITAL 1101	006/11352	T Th 12:10pm - 2:00pm 507 Hamilton Hall	Patrizia Palumbo	4.00	18/18

ITAL UN1102 ELEMENTARY ITALIAN II. 4.00 points.

Limited enrollment.

Prerequisites: *ITAL V1101* or the equivalent.

Prerequisites: ITAL V1101 or the equivalent. Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking skills

Spring 2025: ITAL UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/13041	M T W Th 9:10am - 10:00am 509 Hamilton Hall	Kathleen Cannon	4.00	9/16
ITAL 1102	002/13037	M T W Th 10:10am - 11:00am 511 Hamilton Hall	Maria Teresa De Luca	4.00	4/16
ITAL 1102	004/13038	T Th 12:10pm - 2:00pm 507 Hamilton Hall	Maria Teresa De Luca	4.00	12/16
ITAL 1102	005/13039	M W Th 8:40am - 9:55am 507 Hamilton Hall	Felice Beneduce	4.00	14/16
ITAL 1102	006/13040	M W Th 10:10am - 11:25am 507 Hamilton Hall	Felice Beneduce	4.00	16/16
ITAL 1102	007/13036	M T W Th 12:10pm - 1:00pm 511 Hamilton Hall	Matteo Heilbrun	4.00	15/16

Fall 2025: ITAL UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1102	001/11438	T Th 12:10pm - 2:00pm 328 Uris Hall	Maria Luisa Gozzi	4.00	15/18
ITAL 1102	002/11448	T Th 4:10pm - 6:00pm 509 Hamilton Hall	Maria Luisa Gozzi	4.00	11/18

ITAL UN1121 INTENSIVE ELEMENTARY ITALIAN. 6.00 points.

Limited enrollment.

An intensive course that covers two semesters of elementary Italian in one, and prepares students to move into Intermediate Italian. Students will develop their Italian communicative competence through listening, (interactive) speaking, reading and (interactive) writing. The Italian language will be used for real-world purposes and in meaningful contexts to promote intercultural understanding. This course is especially recommended for students who already know another Romance language. May be used toward fulfillment of the language requirement

Spring 2025: ITAL UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1121	001/13042	T Th F 12:10pm - 2:00pm 613 Hamilton Hall	Barbara Spinelli	6.00	9/16

Fall 2025: ITAL UN1121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 1121	001/10946	T Th F 12:10pm - 2:00pm 509 Hamilton Hall	Barbara Spinelli	6.00	15/18

ITAL UN2101 INTERMEDIATE ITALIAN I. 4.00 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.

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

Spring 2025: ITAL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2101	001/13044	T Th 12:10pm - 2:00pm 306 Hamilton Hall	Patrizia Palumbo	4.00	11/16
ITAL 2101	002/13045	T Th 4:10pm - 6:00pm 509 Hamilton Hall	Patrizia Palumbo	4.00	11/16

Fall 2025: ITAL UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2101	001/11456	M W Th 10:10am - 11:25am 507 Hamilton Hall	Alessandra Saggin	4.00	14/18
ITAL 2101	002/11458	T Th 10:10am - 12:00pm 511 Hamilton Hall	Federica Franze	4.00	14/18
ITAL 2101	003/11463	T Th 12:10pm - 2:00pm 511 Hamilton Hall	Federica Franze	4.00	14/18

ITAL UN2102 INTERMEDIATE ITALIAN II. 4.00 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.

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 fulfils the basic foreign language requirement and prepares students for advanced study in Italian language and literature

Spring 2025: ITAL UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2102	001/13046	M W Th 10:10am - 11:25am 318 Hamilton Hall	Alessandra Saggin	4.00	14/16
ITAL 2102	002/13048	M W F 8:40am - 9:55am 511 Hamilton Hall	Luca Abbattista	4.00	4/16
ITAL 2102	003/13049	M W F 11:40am - 12:55pm 509 Hamilton Hall	Lara Santoro	4.00	15/16

Fall 2025: ITAL UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2102	002/11461	M W Th 10:10am - 11:25am 609 Hamilton Hall	Felice Beneduce	4.00	11/18

ITAL UN2121 INTENSIVE INTERMEDIATE ITALIAN. 6.00 points.

Limited enrollment.

Prerequisites: ITAL UN1102 or *ITAL V1102* or the equivalent, with a grade of B+ or higher.

Prerequisites: ITAL UN1102 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

Spring 2025: ITAL UN2121

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 2121	001/13050	M T Th 12:10pm - 2:00pm 329 Uris Hall	Maria Luisa Gozzi	6.00	3/16

ITAL UN2221 Intermediate Conversation. 2 points.

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 INTRO TO ITALIAN LITERATURE I. 3.00 points.

Prerequisites: *ITAL V1202* or *W1202* or the equivalent.

Prerequisites: Intermediate Italian II ITAL UN2102 or the equivalent. UN3334x-UN3333y is the basic course in Italian literature. UN3333: 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 2025: ITAL UN3333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3333	001/11467	M W 11:40am - 12:55pm 511 Hamilton Hall	Steven Baker	3.00	18/20

ITAL UN3334 INTRO TO ITALIAN LITERATURE II. 3.00 points.

Prerequisites: *ITAL V1202* or *W1202* or the equivalent.

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 2025: ITAL UN3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3334	001/13069	M W 11:40am - 12:55pm 507 Hamilton Hall	Steven Baker	3.00	9/20

ITAL UN3335 ADVANCED ITALIAN I. 3.00 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.

Prerequisites: ITALUN2102 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

Spring 2025: ITAL UN3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3335	001/13051	T Th 2:40pm - 3:55pm 509 Hamilton Hall	Federica Franze	3.00	7/16

Fall 2025: ITAL UN3335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3335	001/11466	T Th 6:10pm - 7:25pm 509 Hamilton Hall	Patrizia Palumbo	3.00	10/18

ITAL UN3336 ADVANCED ITALIAN II. 3.00 points.

Prerequisites: ITAL V3335 *ITAL V3335*.

Prerequisites: ITAL V3335 Advanced reading, writing, speaking with emphasis on authentic cultural materials. Topic and semester theme varies

ITAL UN3337 ITALIAN THROUGH CINEMA. 3.00 points.

Prerequisites: *ITAL V3335*.

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, Germi, Moretti, Wertmuller, Soldini and others

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 deceptiveness 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 UN3590 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 ITAL CIN. 3.00 points.
 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).

Fall 2025: ITAL UN3642

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3642	001/00167	W 6:10pm - 10:00pm 409 Barnard Hall	Nelson Moe	3.00	0/10

ITAL UN3993 SENIOR THESIS/TUTORIAL. 3.00 points.
 Prerequisites: the faculty advisers 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

Spring 2025: ITAL UN3993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 3993	001/13055		Teodolinda Barolini	3.00	0/3
ITAL 3993	002/13056		Elizabeth Leake	3.00	0/3
ITAL 3993	003/00811		Steven Baker	3.00	1/5
ITAL 3993	005/13058		Pier Mattia Tommasino	3.00	0/3
ITAL 3993	006/13059		Konstantia Zanou	3.00	0/3

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.
 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 WWII 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. 3.00 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, discussion and required readings will be in English. Students with a knowledge of Italian are encouraged to read the primary literature in Italian

Fall 2025: ITAL GU4502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4502	001/00168	M W 10:10am - 11:25am 277 Barnard Hall	Nelson Moe	3.00	4/8

ITAL GU4503 ITL CULTRL ST II: WWI-PRESENT. 3.00 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, discussion and required readings will be in English. Students with a knowledge of Italian are encouraged to read the primary literature in Italian.

Spring 2025: ITAL GU4503

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4503	001/00030	T Th 10:10am - 11:25am 277 Barnard Hall	Nelson Moe	3.00	4/10

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 Strindberg, and Jean Genet.

CLIA GU3660 MAFIA MOVIES. 3.00 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

CLIA GR6999 MAFIA MOVIES. 3.00 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. (NOTE: This is the graduate section of CLIA GU3660 which meets W 6:10p-10:00p)

Jewish Studies

218 Milbank Hall
212-854-2597

Chair: Beth A. Berkowitz, Professor of Religion and Ingeborg Rennert Chair of 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, Professor of Religion and Ingeborg Rennert Chair of Jewish Studies

Professors: Gil Anidjar (Religion), Elisheva Carlebach (History), Yinon Cohen (Sociology), Jeremy Dauber (German), Zohar Goshen (Law), Achsa Guibory (English), Gil Hochberg (MESAAS), Ira Katznelson (Political Science and History), Jose Moya (History), Seth Schwartz (History), Michael Stanislawski (History)

Associate Professor, Gil Eyal (Sociology), Rebecca Kobrin (History)

Assistant Professors: Clémence Boulouque (Religion), Tina Fruehauf (Music)

Lecturer: Naama Harel (Lecturer in Hebrew), Agnieszka Legutko (Lecturer in Yiddish)

Requirements for the Combined Major

—RELI UN2306 INTRO TO JUDAISM

—Five additional courses in Jewish Studies

— Total of a minimum of 18 credits

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. Where possible, the courses in Jewish Studies should be taken across the major areas of Jewish history: Ancient (biblical); Hellenistic and Talmudic; Medieval; and Modern. Besides the six courses specifically in Jewish Studies, students must submit a Senior Thesis or project in the area of Jewish Studies, written in the major department.

For a complete list of faculty and courses visit the [Columbia University Institute for Israel and Jewish Studies](http://www.iijscolumbia.edu).

Requirements for the Minor

—RELI UN2306 INTRO TO JUDAISM

—Four additional courses in Jewish Studies

A Jewish Studies minor comprises five courses in Jewish Studies (minimum 15 credits). The five courses must include RELI UN2306 INTRO TO JUDAISM as well as at least one seminar. Students are encouraged to distribute their Jewish Studies courses across different disciplines, historical eras, and geographical regions.

Eligible courses include those listed each semester by the Columbia University Institute for Israel and Jewish Studies or that contain a majority of Jewish Studies content (to be determined by the Jewish Studies Chair based on the course syllabus). Departments that normally host Jewish Studies courses include the Institute for Israel and Jewish Studies, Germanic Languages, History, MESAAS, Political Science, Religion, Sociology, and Women's and Gender Studies. Please consult the [Columbia University Institute for Israel and Jewish Studies](http://www.iijscolumbia.edu) for eligible courses.

Three of the five courses must be taken at Barnard/Columbia. Students are encouraged to study Jewish languages such as Hebrew or Yiddish, but only two of the five courses required for the minor may be fulfilled by language courses. All eligible courses must be offered by an accredited academic institution.

Students interested in minoring in Jewish Studies should contact the Chair of Jewish Studies at Barnard. Although Barnard policy allows for students to sign up for the minor through the end of senior year, the Program in Jewish Studies encourages students to sign up early and to consult with the Chair regarding selection of courses and completion of requirements.

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.iijscolumbia.edu>).

Mathematics

Office location: 332G Milbank Hall

Office phone: 212-854-3577

Department Assistant: Marsha Peruio, mperuo@barnard.edu

The Study of Mathematics

Our brief summary [Why Major in Mathematics?](#) can be found on the home page of our website along with a link to career resources.

Student Learning Outcomes

Students graduating with any of the majors offered by the Mathematics department should be able to attain the following outcomes:

- To acquire a basic body of mathematical knowledge that will provide them with a strong foundation for further study and/or for a career in mathematics or in other technical or scientific fields.
- To appreciate both the computational and the theoretical aspects of mathematics and to recognize its role in science, society, and history.
- To acquire precision and clarity in the oral and written communication of mathematical ideas and the ability to read and learn independently from mathematical textbooks/articles.
- To strengthen their problem solving ability via logical reasoning, rigorous proofs, and analytical thinking, and to be able to formulate precise mathematical statements from real-world problems.
- To value teamwork and collaboration with peers and the sharing of mathematical ideas.

Programs of Study

Math majors include Mathematics, Applied Mathematics, Mathematical Sciences, Mathematics-Statistics, Mathematics-Computer Science, and Economics-Mathematics.

Math minors include Mathematics and Mathematical Sciences.

For more detailed information, please read the [Requirements](#) (p. 459) tab.

Student Advising

Advising Resources

- Students who have special placement problems, are unclear about their level, or would like to know more about course offerings should make an appointment with a faculty member or the Chair. Information about [Student Advising](#) with links to advisor contact information can be found on our website.
- Open House events are scheduled each semester for prospective and current math majors to meet faculty, ask questions, and get to know each other.
- [A Students' Guide to Studying Math at Barnard](#), available on our website, is a useful guide written by and for students. It answers many frequently asked questions and provides comments and opinions from math majors.

Courses for First-Year Students

The systematic study of Mathematics begins with one of the following alternative sequences:

Calculus I, II, III, IV

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN1202	CALCULUS IV
Honors Math A-B	
MATH UN1207	HONORS MATHEMATICS A
MATH UN1208	HONORS MATHEMATICS B

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 INTRO 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.

An additional list of [Courses Recommended for First-Year Students](#) can be found on our website.

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.

Math Tutoring

Two help rooms, one in 404 Mathematics (on Columbia's campus) and one in 502 Milstein Center (on Barnard's campus), are available. Hours will be posted in the rooms and on <https://math.barnard.edu/>

[math-tutoring-schedules](#) for students seeking individual help and counseling from Barnard tutors and Columbia teaching assistants. No appointments are necessary. Both Barnard and Columbia students are welcome. NOTE: Changes to tutoring schedules and remote tutoring can occur.

Preparation for Graduate Study, Business or Teaching

Please read the first paragraph of the [Requirements](#) (p. 459) tab.

Coursework taken outside of Barnard

Advanced Placement Credit

Please see [AP Scores by Subject](#) on Barnard's website. Please note that Barnard does not grant major credit on the basis of exam scores; the college only permits course exemptions. Majors in the department must substitute another course for any exemption they receive on the basis of an exam score. Please speak to your major advisor or Chair about your situation.

Columbia College Courses

Please speak to your major advisor or Chair about which Columbia College courses are accepted toward your math major prior to registering for a course.

Transfer Credit

When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor. Please speak with your major advisor or Chair.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major. For credits toward the minor, please speak to your advisor or Chair.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it

approved by both the Registrar's Office and the Chair or department representative.

Senior Capstone Project

The Capstone Experience can be fulfilled by a senior thesis written under the supervision of a faculty member in your major area, or by completing the course Undergraduate Seminars in Mathematics. To learn more about courses needed for the major, please read the [Requirements](#) (p. 459) tab.

Departmental Honors and Prizes

[Prizes and Awards](#) provided by individual donors for students are listed on the math website.

Other Important Information

Professional Organizations

- Barnard's Mathematics Department is an Institutional Member of the Association for Women in Mathematics (AWM). All Barnard math majors receive a free student membership. They can participate in the [AWM Columbia Chapter](#) meetings and events.
- [Women in Mathematics and Statistics](#), in association with the Mathematics and Statistics Departments at Barnard and Columbia, offer free presentations that you can attend throughout the year.

Chair

Daniela De Silva (Ann Whitney Olin Professor of Mathematics)

Professor

Dusa McDuff (Joan Lyttle Birman '48 Chair of Mathematics)

Assistant Professor

Marco Castronovo

Alisa Knizel

Semon Rezchikov

Lecturer

Lindsay Piechnik

Term Associate Professor

Cristian Iovanov

Visiting Associate Professor

Wenjian Liu

Professors Emeriti

Dave Bayer

Joan Birman

Links to other faculty of Columbia University offering courses in Mathematics:

Faculty by Rank: <http://www.math.columbia.edu/people/faculty-by-rank/>

Alphabetical Faculty Listing: <http://www.math.columbia.edu/people/alphabetical-faculty-listing/>

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 (a minimum of 35 credits) as follows:

- Four courses in calculus or Honors Mathematics A-B, including Advanced Placement Credit. A student who places out of Calc I/II with AP credits, will need to take a replacement course.
- Six courses in mathematics numbered at or above 2000.
- Four courses in any combination of mathematics and cognate courses.

The courses in mathematics must include:

MATH UN2010	LINEAR ALGEBRA (also satisfied by Honors Math A-B)
MATH GU4041	INTRO MODERN ALGEBRA I (I)
MATH GU4042	INTRO MODERN ALGEBRA II (II)
MATH GU4061	INTRO MODERN ANALYSIS I (I)
MATH GU4062	INTRO MODERN ANALYSIS II (II)
MATH UN3951	UNDERGRADUATE SEMINARS I (at least one term)
or MATH UN3952	UNDERGRADUATE SEMINARS II

* Note: It is strongly recommended that the sequences MATH GU4041 INTRO MODERN ALGEBRA I - MATH GU4062 INTRO MODERN ANALYSIS II and MATH GU4061 INTRO MODERN ANALYSIS I - MATH GU4062 INTRO 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 INTRO MODERN ANALYSIS I - MATH GU4062 INTRO MODERN ANALYSIS II with 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 INTRO MODERN ALGEBRA II with

- 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 (a minimum of 35 credits)

Four courses in calculus or Honors Mathematics A-B, including Advanced Placement Credit. A student that places out of Calc I/II with AP credits, will need to take a replacement course.

MATH UN2010	LINEAR ALGEBRA (also satisfied by Honors Math A-B)
MATH GU4061	INTRO MODERN ANALYSIS I
APMA E4901	SEM-PROBLEMS IN APPLIED MATH

APMA E4903	SEM-PROBLEMS IN APPLIED MATH
APMA E3900	UNDERGRAD RES IN APPLIED MATH (APMA E3900 may be replaced, with approval, by another technical elective for seniors that involves an undergraduate thesis or creative research report)

Additional electives, to be approved by the Applied Math Committee, e.g.:

MATH UN2500	ANALYSIS AND OPTIMIZATION
MATH UN3007 or MATH GU4065 or APMA E4204	COMPLEX VARIABLES HONORS COMPLEX VARIABLES FUNCTNS OF A COMPLEX VARIABLE
MATH UN3027 or MATH UN2030	Ordinary Differential Equations ORDINARY DIFFERENTIAL EQUATIONS
MATH UN3028 or APMA E4200	PARTIAL DIFFERENTIAL EQUATIONS PARTIAL DIFFERENTIAL EQUATIONS
MATH GU4032	FOURIER ANALYSIS
APMA E4300	COMPUT MATH:INTRO-NUMERCL METH
APMA E4101	APPL MATH III:DYNAMICAL SYSTMS
APMA E4150	APPLIED FUNCTIONAL ANALYSIS

For a major in Mathematical Sciences: 14 courses (a minimum of 38 credits):

6 from Mathematics, 5 from a combination of Statistics and Computer Science and 3 electives from a combination of Mathematics, Statistics, Computer Science.

Mathematics

Six required courses:	
MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN2010	LINEAR ALGEBRA (also satisfied by Honors Math A-B)
MATH UN2000	INTRO TO HIGHER MATHEMATICS
MATH UN2030 or MATH UN3027	ORDINARY DIFFERENTIAL EQUATIONS Ordinary Differential Equations

Possible further courses selected from the following:

MATH UN1202	CALCULUS IV
MATH UN2500	ANALYSIS AND OPTIMIZATION
MATH UN3020	NUMBER THEORY AND CRYPTOGRAPHY
MATH UN3025	MAKING, BREAKING CODES
Any 3 credit MATH course numbered 2000 or above	

Statistics

Select at least one of the following:	
STAT UN1101	INTRODUCTION TO STATISTICS
MATH BC1110	Discrete Probability
STAT UN1201	CALC-BASED INTRO TO STATISTICS
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:	
COMS W1002	COMPUTING IN CONTEXT

COMS W1004	PROGRAMMING IN JAVA (preferred)

COMS W1005	INTRO-COMPUT SCI/PROG-MATLAB

COMS W3107	Clean Object-Oriented Design

Possible further courses selected from the following:

Other classes from the Computer Science Core

COMS W3203	DISCRETE MATHEMATICS

COMS W3210	SCIENTIFIC COMPUTATION

ENGI E1006	INTRO TO COMP FOR ENG/APP SCI

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.

NOTE: A student that places out of Calc I/II with AP credits, will need to take a replacement course.

NOTE: Students may not take for credit COMS W3107 if they already received credit for COMS W1007.

For a major in Mathematics-Statistics: 14 courses (a minimum of 38 credits):

Mathematics

Select one of the following sequences:

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN2010 & MATH UN2500	CALCULUS I and CALCULUS II and CALCULUS III and LINEAR ALGEBRA and ANALYSIS AND OPTIMIZATION

MATH UN1207 & MATH UN1208 & MATH UN2500	HONORS MATHEMATICS A and HONORS MATHEMATICS B and ANALYSIS AND OPTIMIZATION

Statistics

Statistics required courses

STAT UN1201	CALC-BASED INTRO TO STATISTICS

STAT GU4203	PROBABILITY THEORY

STAT GU4204	STATISTICAL INFERENCE

STAT GU4205	LINEAR REGRESSION MODELS

And select one of the following courses:

STAT GU4207	ELEMENTARY STOCHASTIC PROCESS

STAT GU4262	Stochastic Processes for Finance

STAT GU4264	STOCHASTIC PROCESSES-APPLIED

STAT GU4265	STOCHASTIC METHODS IN FINANCE

Computer Science

Select one of the following courses:

COMS W1004	PROGRAMMING IN JAVA

COMS W1005	INTRO-COMPUT SCI/PROG-MATLAB

COMS W3107	Clean Object-Oriented Design

ENGI E1006	INTRO TO COMP FOR ENG/APP SCI

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.

NOTE: A student that places out of Calc I/II with AP credits, will need to take a replacement course.

NOTE: Students may not take for credit COMS W3107 if they already received credit for COMS W1007.

For a major in Mathematics-Computer Science 15 courses (a minimum of 38 credits):

Mathematics

Four courses in calculus or Honors Mathematics A-B, including Advanced Placement Credit. A student that places out of Calc I/II with AP credits, will need to take a replacement course; and the 3 following courses:

MATH UN2010	LINEAR ALGEBRA (also satisfied by Honors Math A-B)

MATH GU4041	INTRO MODERN ALGEBRA I

MATH UN3951	UNDERGRADUATE SEMINARS I (at least one term)

or MATH UN3952	UNDERGRADUATE SEMINARS II

Computer Science

COMS W1004	PROGRAMMING IN JAVA

COMS W3134	Data Structures in Java

COMS W3157	ADVANCED PROGRAMMING

COMS W3203	DISCRETE MATHEMATICS

COMS W3261	COMPUTER SCIENCE THEORY

CSEE W3827	FUNDAMENTALS OF COMPUTER SYSTS

Note A: AP Computer Science with a grade of 4 or 5 or similar experience is a prerequisite for COMS W1007.

Electives: Two additional electives from computer science or math should be included. At least one should be level 3000 or higher; the second should be level 2000 or higher. With adviser approval, appropriate electives from other departments can be considered, such as Statistics or Applied Math.

CSOR W4231	ANALYSIS OF ALGORITHMS I

COMS W4241	NUMERICAL ALGORITHMS-COMPLEXITY

MATH UN3020	NUMBER THEORY AND CRYPTOGRAPHY

MATH BC2006	COMBINATORICS

MATH GU4061	INTRO MODERN ANALYSIS I

MATH UN2500	ANALYSIS AND OPTIMIZATION

MATH UN3007	COMPLEX VARIABLES

MATH UN3386	DIFFERENTIAL GEOMETRY

MATH GU4051	TOPOLOGY

Students seeking to pursue a Ph.D. program in either discipline are urged to take additional courses, in consultation with their advisers.

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-ANLYTC GEOMTRY, 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 UN1003 COLLEGE ALGEBRA-ANLYTC GEOMTRY. 3.00 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. 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. This course may not be taken for credit after the successful completion of any course in the Calculus sequence

Spring 2025: MATH UN1003					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1003	001/15269	M W 11:40am - 12:55pm 407 Mathematics Building	Jiahe Shen	3.00	10/30
MATH 1003	002/15270	T Th 6:10pm - 7:25pm 407 Mathematics Building	Xiaorun Wu	3.00	21/30
Fall 2025: MATH UN1003					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1003	001/12502	M W 6:10pm - 7:25pm 407 Mathematics Building	Laura Silverstein	3.00	37/35

MATH UN1101 CALCULUS I. 3.00 points.
Prerequisites: see Courses for First-Year Students. Functions, limits, derivatives, introduction to integrals.
Prerequisites: (see Courses for First-Year Students). Functions, limits, derivatives, introduction to integrals, or an understanding of pre-calculus will be assumed. (SC)

Spring 2025: MATH UN1101					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/00472	M W 1:10pm - 2:25pm 263 Macy Hall	Dusa McDuff	3.00	61/90
MATH 1101	002/15277	M W 4:10pm - 5:25pm 407 Mathematics Building	Qiyao Yu	3.00	21/30
MATH 1101	003/15278	M W 6:10pm - 7:25pm 312 Mathematics Building	Brian Harvie	3.00	99/100
MATH 1101	004/15280	T Th 10:10am - 11:25am 614 Schermerhorn Hall	Roger Van Peski	3.00	23/100
MATH 1101	005/15281	T Th 1:10pm - 2:25pm 207 Mathematics Building	Roger Van Peski	3.00	21/100
MATH 1101	006/15282	T Th 4:10pm - 5:25pm 407 Mathematics Building	Che Shen	3.00	20/30
Fall 2025: MATH UN1101					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1101	001/00293	M W 10:10am - 11:25am LI002 Milstein Center	Cristian Iovanov	3.00	93/100
MATH 1101	002/00294	M W 1:10pm - 2:25pm 263 Macy Hall	Dusa McDuff	3.00	99/100
MATH 1101	003/00295	T Th 11:40am - 12:55pm 263 Macy Hall	Marco Castronovo	3.00	91/100
MATH 1101	004/00296	T Th 1:10pm - 2:25pm 263 Macy Hall	Marco Castronovo	3.00	62/100
MATH 1101	005/12500	M W 11:40am - 12:55pm 203 Mathematics Building	Evan Sorensen	3.00	109/110
MATH 1101	006/12503	M W 2:40pm - 3:55pm 203 Mathematics Building	Qiao He	3.00	62/100
MATH 1101	007/12504	M W 4:10pm - 5:25pm 203 Mathematics Building	Qiao He	3.00	27/100
MATH 1101	008/12505	T Th 10:10am - 11:25am 310 Fayerweather	Roger Van Peski	3.00	75/100
MATH 1101	009/12506	T Th 2:40pm - 3:55pm 312 Mathematics Building	Roger Van Peski	3.00	78/100
MATH 1101	010/12507	T Th 4:10pm - 5:25pm 312 Mathematics Building	Tianqing Zhu	3.00	48/100

MATH UN1102 CALCULUS II. 3.00 points.Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.

Prerequisites: MATH UN1101 or the equivalent. Methods of integration, applications of the integral, Taylors theorem, infinite series. (SC)

Spring 2025: MATH UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/00477	T Th 2:40pm - 3:55pm LI002 Milstein Center	Lindsay Piechnik	3.00	87/90
MATH 1102	002/15285	M W 10:10am - 11:25am 312 Mathematics Building	Evan Sorensen	3.00	49/100
MATH 1102	003/00493	M W 11:40am - 12:55pm 323 Milbank Hall	Wenjian Liu	3.00	37/100
MATH 1102	004/15287	M W 4:10pm - 5:25pm 606 Martin Luther King Building	Jingbo Wan	3.00	27/30
MATH 1102	005/15289	T Th 10:10am - 11:25am 417 Mathematics Building	Peter Voit	3.00	20/64
MATH 1102	006/15291	T Th 11:40am - 12:55pm 203 Mathematics Building	Dawei Shen	3.00	23/100
MATH 1102	007/15294	T Th 1:10pm - 2:25pm 312 Mathematics Building	Andres Ibanez Nunez	3.00	8/100

Fall 2025: MATH UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1102	001/00297	M W 11:40am - 12:55pm LI002 Milstein Center	Cristian Iovanov	3.00	97/100
MATH 1102	002/00298	M W 1:10pm - 2:25pm 405 Milbank Hall	Cristian Iovanov	3.00	101/100
MATH 1102	004/12512	T Th 8:40am - 9:55am 602 Hamilton Hall	Andres Ibanez Nunez	3.00	52/75
MATH 1102	005/12511	T Th 10:10am - 11:25am 503 Hamilton Hall	Andres Ibanez Nunez	3.00	22/75
MATH 1102	006/12513	T Th 6:10pm - 7:25pm 417 Mathematics Building	Elliott Stein	3.00	64/64

MATH UN1201 CALCULUS III. 3.00 points.Prerequisites: MATH UN1101 *MATH V1101* or the equivalent.

Prerequisites: MATH UN1101 or the equivalent Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramers rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. (SC)

Spring 2025: MATH UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00494	M W 10:10am - 11:25am 405 Milbank Hall	Cristian Iovanov	3.00	30/90
MATH 1201	002/00496	M W 11:40am - 12:55pm 405 Milbank Hall	Cristian Iovanov	3.00	56/90
MATH 1201	003/15298	M W 2:40pm - 3:55pm 312 Mathematics Building	Deeparaj Bhat	3.00	93/100
MATH 1201	004/15300	T Th 1:10pm - 2:25pm 203 Mathematics Building	Deeparaj Bhat	3.00	84/100
MATH 1201	005/15301	T Th 4:10pm - 5:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	90/100
MATH 1201	006/15302	T Th 6:10pm - 7:25pm 203 Mathematics Building	Rostislav Akhmechet	3.00	86/100

Fall 2025: MATH UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1201	001/00300	M W 8:40am - 9:55am 405 Milbank Hall	Daniela De Silva	3.00	105/100
MATH 1201	002/00301	T Th 4:10pm - 5:25pm LI002 Milstein Center	Lindsay Piechnik	3.00	85/100
MATH 1201	003/00302	T Th 2:40pm - 3:55pm 405 Milbank Hall	Lindsay Piechnik	3.00	94/100
MATH 1201	004/12517	M W 4:10pm - 5:25pm 312 Mathematics Building	Deeparaj Bhat	3.00	104/110
MATH 1201	005/12516	M W 6:10pm - 7:25pm 312 Mathematics Building	Deeparaj Bhat	3.00	89/110
MATH 1201	006/12515	T Th 10:10am - 11:25am 312 Mathematics Building	Gyujin Oh	3.00	110/110
MATH 1201	007/12514	T Th 11:40am - 12:55pm 312 Mathematics Building	Gyujin Oh	3.00	108/110
MATH 1201	008/12925	T Th 1:10pm - 2:25pm 203 Mathematics Building	Anh Duc Vo	3.00	96/110

MATH UN1202 CALCULUS IV. 3.00 points.

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102, MATH V1201*, or the equivalent.

Prerequisites: MATH UN1102 and MATH UN1201 or the equivalent

Multiple integrals, Taylor's formula in several variables, line and surface integrals, calculus of vector fields, Fourier series. (SC)

Spring 2025: MATH UN1202					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/15304	M W 1:10pm - 2:25pm 312 Mathematics Building	Ovidiu Savin	3.00	47/64
MATH 1202	002/15306	T Th 1:10pm - 2:25pm 417 Mathematics Building	Marco Sangiovanni Vincentelli	3.00	37/64
Fall 2025: MATH UN1202					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1202	001/12518	M W 6:10pm - 7:25pm 417 Mathematics Building	Mikhail Smirnov	3.00	57/64
MATH 1202	002/12519	T Th 10:10am - 11:25am 330 Uris Hall	Ovidiu Savin	3.00	30/64

MATH UN1207 HONORS MATHEMATICS A. 4.00 points.

Prerequisites: (see Courses for First-Year Students).

Prerequisites: (see "Guidance for First-Year Students" in the Bulletin).

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 2025: MATH UN1207					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1207	001/12924	T Th 1:10pm - 2:25pm 417 Mathematics Building	George Dragomir	4.00	62/64

MATH UN1208 HONORS MATHEMATICS B. 4.00 points.

Prerequisites: (see Courses for First-Year Students).

Prerequisites: (see "Guidance for First-Year Students" in the Bulletin).

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 2025: MATH UN1208					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 1208	001/15314	T Th 1:10pm - 2:25pm 330 Uris Hall	Jeanne Boursier	4.00	30/64

MATH UN2000 INTRO TO HIGHER MATHEMATICS. 3.00 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)

Spring 2025: MATH UN2000					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/15319	T Th 1:10pm - 2:25pm 520 Mathematics Building	Giulia Sacca	3.00	33/49
Fall 2025: MATH UN2000					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2000	001/12520	T Th 10:10am - 11:25am 417 Mathematics Building	George Dragomir	3.00	31/64

MATH BC2001 PERSPECTIVES IN MATHEMATICS. 1.00 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

Spring 2025: MATH BC2001					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2001	001/00904	W 2:40pm - 3:30pm 140 Horace Mann Hall	Dusa McDuff	1.00	17/30

MATH BC2006 COMBINATORICS. 3.00 points.

Spring 2025: MATH BC2006					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2006	001/00860	T Th 10:10am - 11:25am 408 Zankel	Alisa Knizel	3.00	27/60

MATH UN2010 LINEAR ALGEBRA. 3.00 points.

Prerequisites: *MATH V1201*, or the equivalent.

Matrices, vector spaces, linear transformations, eigenvalues and eigenvectors, canonical forms, applications. (SC)

Spring 2025: MATH UN2010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00487	M W 8:40am - 9:55am 263 Macy Hall	Wenjian Liu	3.00	82/100
MATH 2010	002/00491	M W 2:40pm - 3:55pm LI002 Milstein Center	Lindsay Piechnik	3.00	79/90
MATH 2010	003/15325	T Th 10:10am - 11:25am 312 Mathematics Building	Qiao He	3.00	61/100
MATH 2010	004/15328	T Th 11:40am - 12:55pm 312 Mathematics Building	Qiao He	3.00	78/100
MATH 2010	005/15331	T Th 4:10pm - 5:25pm 312 Mathematics Building	Elliott Stein	3.00	54/64

Fall 2025: MATH UN2010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2010	001/00303	M W 10:10am - 11:25am 408 Zankel	Lindsay Piechnik	3.00	87/90
MATH 2010	002/12525	M W 8:40am - 9:55am 207 Mathematics Building	Yoonjoo Kim	3.00	58/100
MATH 2010	003/12524	M W 11:40am - 12:55pm 312 Mathematics Building	Yoonjoo Kim	3.00	100/100
MATH 2010	004/12523	T Th 10:10am - 11:25am 326 Uris Hall	Andrew Blumberg	3.00	38/100
MATH 2010	005/12522	T Th 4:10pm - 5:25pm 717 Hamilton Hall	Yujie Xu	3.00	16/100

MATH UN2020 Honors Linear Algebra. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: MATH UN1201. A more extensive treatment of the material in MATH UN2010, with increased emphasis on proof. Not to be taken in addition to MATH UN2010 or MATH UN1207-MATH UN1208.

MATH UN2030 ORDINARY DIFFERENTIAL EQUATIONS. 3.00 points.

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102-MATH V1201* or the equivalent.

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

Spring 2025: MATH UN2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/15344	M W 10:10am - 11:25am 207 Mathematics Building	Dawei Shen	3.00	69/100
MATH 2030	002/15345	T Th 11:40am - 12:55pm 207 Mathematics Building	Panagiota Daskalopoulos	3.00	98/100

Fall 2025: MATH UN2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2030	001/12528	M W 11:40am - 12:55pm 207 Mathematics Building	Dawei Shen	3.00	65/100
MATH 2030	002/12527	M W 6:10pm - 7:25pm 520 Mathematics Building	Tat Sang Fung	3.00	27/49
MATH 2030	003/12526	T Th 1:10pm - 2:25pm 209 Havemeyer Hall	Dawei Shen	3.00	68/100

MATH UN2500 ANALYSIS AND OPTIMIZATION. 3.00 points.

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102-MATH V1201* or the equivalent and *MATH V2010*.

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, constrained optimization, Kuhn-Tucker conditions. Elements of the calculus of variations and optimal control. (SC)

Spring 2025: MATH UN2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/15346	T Th 10:10am - 11:25am 203 Mathematics Building	Xi Shen	3.00	100/100

Fall 2025: MATH UN2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 2500	001/12529	M W 10:10am - 11:25am 312 Mathematics Building		3.00	76/100
MATH 2500	002/12530	M W 11:40am - 12:55pm 417 Mathematics Building	Myungsin Cho	3.00	37/100

MATH UN3007 COMPLEX VARIABLES. 3.00 points.

Prerequisites: MATH UN1202 *MATH V1202*. An elementary course in functions of a complex variable.

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)

MATH UN3020 NUMBER THEORY AND CRYPTOGRAPHY. 3.00 points.

Prerequisites: one year of calculus.

Prerequisites: one year of calculus. Prerequisite: One year of Calculus.

Congruences. Primitive roots. Quadratic residues. Contemporary applications

Spring 2025: MATH UN3020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3020	001/15349	M W 10:10am - 11:25am 203 Mathematics Building	Siddhi Krishna	3.00	51/100

MATH UN3025 MAKING, BREAKING CODES. 3.00 points.

Prerequisites: (MATH UN1101 and MATH UN1102 and MATH UN1201) and *MATH V1101*, *MATH V1102*, *MATH V1201* and *MATH V2010*.

Prerequisites: (MATH UN1101 and MATH UN1102 and MATH UN1201) and and MATH UN2010. A concrete introduction to abstract algebra.

Topics in abstract algebra used in cryptography and coding theory

Fall 2025: MATH UN3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3025	001/12531	T Th 1:10pm - 2:25pm 312 Mathematics Building	Dorian Goldfeld	3.00	59/100

MATH UN3027 Ordinary Differential Equations. 3 points.

Prerequisites: MATH UN1102 and MATH UN1201 *MATH V1102-MATH V1201* or the equivalent.

Corequisites: MATH UN2010

Equations of order one; systems of linear equations. Second-order equations. Series solutions at regular and singular points. Boundary value problems. Selected applications.

MATH UN3028 PARTIAL DIFFERENTIAL EQUATIONS. 3.00 points.

Prerequisites: MATH UN3027 and MATH UN2010 *MATH V3027* and *MATH V2010* or the equivalent

Prerequisites: (MATH UN2010 and MATH UN2030) or the equivalent introduction to partial differential equations. First-order equations.

Linear second-order equations; separation of variables, solution by series expansions. Boundary value problems

Spring 2025: MATH UN3028

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3028	001/15351	T Th 2:40pm - 3:55pm 417 Mathematics Building	Simon Brendle	3.00	60/64

MATH UN3050 DISCRETE TIME MODELS IN FINANC. 3.00 points.

Prerequisites: (MATH UN1102 and MATH UN1201) or (MATH UN1101 and MATH UN1102 and MATH UN1201) and MATH UN2010 *MATH V1102*, *MATH V1201* (or *MATH V1101*, *MATH V1102*, *MATH V1201*), *MATH V2010*. Recommended: *MATH V3027* (or *MATH V2030*) and *SIEO W3600*.

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 2025: MATH UN3050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3050	001/15353	M W 6:10pm - 7:25pm 417 Mathematics Building	Mikhail Smirnov	3.00	57/64

MATH UN3386 DIFFERENTIAL GEOMETRY. 3.00 points.

Prerequisites: MATH UN1202 *MATH V1202* 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 2025: MATH UN3386

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3386	001/12532	M W 1:10pm - 2:25pm 520 Mathematics Building	Elena Giorgi	3.00	20/49

MATH UN3901 SUPERVISED READINGS I. 1.00-3.00 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 director of undergraduate studies' permission. *The written permission must be deposited with the director of undergraduate studies before registration is completed.*

Prerequisites: The written permission of the faculty 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. Supervising Readings do NOT count towards major requirements, with the exception of an advanced written approval by the DUS

Fall 2025: MATH UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3901	003/01179		Alisa Knizel	1.00-3.00	1/1

MATH UN3902 SUPERVISED READINGS II. 1.00-3.00 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 director of undergraduate studies' permission. *The written permission must be deposited with the director of undergraduate studies before registration is completed.*

Prerequisites: The written permission of the faculty 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. Supervising Readings do NOT count towards major requirements, with the exception of an advanced written approval by the DUS

Spring 2025: MATH UN3902

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3902	001/18893		Julien Dubedat	1.00-3.00	1/1
MATH 3902	002/19180		Francesco Lin	1.00-3.00	1/1
MATH 3902	003/20518		Ioannis Karatzas	1.00-3.00	1/1
MATH 3902	004/20587		Andrei Okounkov	1.00-3.00	2/2
MATH 3902	005/20764		Michael Thaddeus	1.00-3.00	1/1

MATH UN3951 UNDERGRADUATE SEMINARS I. 3.00 points.

Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission.

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 2025: MATH UN3951

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3951	001/00304		Alisa Knizel	3.00	58/64

MATH UN3952 UNDERGRADUATE SEMINARS II. 3.00 points.

Prerequisites: two years of calculus, at least one year of additional mathematics courses, and the director of undergraduate studies' permission.

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 2025: MATH UN3952

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3952	001/00804	T Th 11:40am - 12:55pm LI002 Milstein Center	Alisa Knizel	3.00	48/80

MATH UN3997 SUPERVISED INDIVIDUAL RESEARCH. 1.00-4.00 points.

Prerequisites: the written permission of the faculty member who agrees to act as a supervisor, and the director of undergraduate studies' permission.

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

Spring 2025: MATH UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3997	001/00953		Dusa McDuff	1.00-4.00	1/5

Fall 2025: MATH UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 3997	001/00889		0. FACULTY	1.00-4.00	0/5

MATH UN3998 SUPERVISED INDIVIDUAL RESEARCH. 3.00 points.

Prerequisites: the written permission of the faculty member who agrees to act as a supervisor, and the director of undergraduate studies' permission.

Prerequisites: The written permission of the faculty member who agrees to act as a supervisor, and the permission of the Director of Undergraduate Studies. 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 GU4007 ANALYTIC NUMBER THEORY. 3.00 points.

Prerequisites: MATH UN3007 *MATH V3007*.

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 2025: MATH GU4007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4007	001/15355	T Th 2:40pm - 3:55pm 307 Mathematics Building	Amadou Bah	3.00	4/20

MATH GU4032 FOURIER ANALYSIS. 3.00 points.

Prerequisites: three terms of calculus and linear algebra or four terms of calculus.

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

Fall 2025: MATH GU4032

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4032	001/12533	T Th 10:10am - 11:25am 520 Mathematics Building	Simon Brendle	3.00	46/49

MATH GU4041 INTRO MODERN ALGEBRA I. 3.00 points.

Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

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, normal subgroups, the isomorphism theorems, symmetric groups, group actions, the Sylow theorems, finitely generated abelian groups

Spring 2025: MATH GU4041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/15358	M W 2:40pm - 3:55pm 417 Mathematics Building	Michael Thaddeus	3.00	57/64

Fall 2025: MATH GU4041

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4041	001/12534	M W 1:10pm - 2:25pm 312 Mathematics Building	Robert Friedman	3.00	71/100

MATH GU4042 INTRO MODERN ALGEBRA II. 3.00 points.

Prerequisites: MATH UN1102 and MATH UN1202 and MATH UN2010 *MATH V1102-MATH V1202* and *MATH V2010*, or the equivalent.

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. Rings, homomorphisms, ideals, integral and Euclidean domains, the division algorithm, principal ideal and unique factorization domains, fields, algebraic and transcendental extensions, splitting fields, finite fields, Galois theory

Spring 2025: MATH GU4042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/15360	M W 2:40pm - 3:55pm 520 Mathematics Building	Robert Friedman	3.00	38/49

Fall 2025: MATH GU4042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4042	001/12537	T Th 10:10am - 11:25am 407 Mathematics Building	Yujie Xu	3.00	9/35

MATH GU4043 ALGEBRAIC NUMBER THEORY. 3.00 points.

Prerequisites: MATH GU4041 and MATH GU4042 *MATH W4041-MATH W4042* or the equivalent.

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

Spring 2025: MATH GU4043

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4043	001/15362	T Th 4:10pm - 5:25pm 307 Mathematics Building	Yujie Xu	3.00	2/20

MATH GU4044 REPRESENTATNS OF FINITE GROUPS. 3.00 points.

Prerequisites: MATH UN2010 and MATH GU4041 *MATH V2010* and *MATH W4041* or the equivalent.

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

Fall 2025: MATH GU4044

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4044	001/12538	T Th 11:40am - 12:55pm 307 Mathematics Building	Aise Johan de Jong	3.00	9/20

MATH GU4045 ALGEBRAIC CURVES. 3.00 points.

Prerequisites: (MATH GU4041 and MATH GU4042) and MATH UN3007 *MATH W4041*, *MATH W4042* and *MATH V3007*.

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

Spring 2025: MATH GU4045

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4045	001/15365	M W 11:40am - 12:55pm 307 Mathematics Building	Yoonjoo Kim	3.00	6/20

MATH W4046 Introduction to Category Theory. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Not offered during 2024-2025 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. 3.00 points.

Prerequisites: (MATH UN1202 and MATH UN2010) and *MATH V1202*, *MATH V2010*, and rudiments of group theory (e.g., *MATH W4041*). *MATH V1208* or *MATH W4061* is recommended, but not required.

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. Metric spaces, continuity, compactness, quotient spaces. The fundamental group of topological space. Examples from knot theory and surfaces. Covering spaces

Fall 2025: MATH GU4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4051	001/12927	M W 10:10am - 11:25am 417 Mathematics Building	Soren Galatius	3.00	37/64

MATH GU4052 INTRODUCTION TO KNOT THEORY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: MATH GU4051 Topology and / or MATH GU4061 Introduction To Modern Analysis I (or equivalents). Recommended (can be taken concurrently): MATH UN2010 linear algebra, or equivalent. The study of algebraic and geometric properties of knots in R^3 , including but not limited to knot projections and Reidemeisters 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

Fall 2025: MATH GU4052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4052	001/12539	M W 6:10pm - 7:25pm 307 Mathematics Building	Rostislav Akhmechet	3.00	8/20

MATH GU4053 INTRO TO ALGEBRAIC TOPOLOGY. 3.00 points.

Prerequisites: MATH UN2010 and MATH GU4041 and MATH GU4051 *MATH V2010*, *MATH W4041*, *MATH W4051*.

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 2025: MATH GU4053

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4053	001/15367	T Th 11:40am - 12:55pm 307 Mathematics Building	Soren Galatius	3.00	12/20

MATH GU4061 INTRO MODERN ANALYSIS I. 3.00 points.

Prerequisites: MATH UN1202 *MATH V1202* or the equivalent, and *MATH V2010*. The second term of this course may not be taken without the first.

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, sequences and series, continuity, differentiation, integration, uniform convergence, Ascoli-Arzelà theorem, Stone-Weierstrass theorem

Spring 2025: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	001/15369	M W 1:10pm - 2:25pm 614 Schermerhorn Hall	Julien Dubedat	3.00	48/100

Fall 2025: MATH GU4061

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4061	002/12540	M W 2:40pm - 3:55pm 413 Kent Hall	Sven Hirsch	3.00	71/85
MATH 4061	003/12928	M W 4:10pm - 5:25pm 413 Kent Hall	Sven Hirsch	3.00	73/85

MATH GU4062 INTRO MODERN ANALYSIS II. 3.00 points.

Prerequisites: MATH UN1202 *MATH V1202* or the equivalent, and *MATH V2010*. The second term of this course may not be taken without the first.

The second term of this course may not be taken without the first. Power series, analytic functions, Implicit function theorem, Fubini theorem, change of variables formula, Lebesgue measure and integration, function spaces

Spring 2025: MATH GU4062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/15370	T Th 4:10pm - 5:25pm 520 Mathematics Building	Francesco Lin	3.00	49/49

Fall 2025: MATH GU4062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4062	001/12541	T Th 6:10pm - 7:25pm 520 Mathematics Building	Jeanne Boursier	3.00	13/49

MATH GU4065 HONORS COMPLEX VARIABLES. 3.00 points.

Prerequisites: (MATH UN1207 and MATH UN1208) or MATH GU4061 *MATH V1207* and *MATH V1208* or *MATH W4061*.

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 2025: MATH GU4065

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4065	001/12542	T Th 10:10am - 11:25am 603 Hamilton Hall	Tang-Kai Lee	3.00	7/49

MATH GU4071 Introduction to the Mathematics of Finance. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: MATH UN1202 and MATH UN3027 and The mathematics of finance, principally the problem of pricing of derivative securities, developed using only calculus and basic probability. Topics include mathematical models for financial instruments, Brownian motion, normal and lognormal distributions, the Black-Scholes formula, and binomial models.

MATH GU4081 INTRO-DIFFERENTIABLE MANIFOLDS. 3.00 points.

Prerequisites: (MATH GU4051 or MATH GU4061) and MATH UN2010 *MATH W4051* or *MATH W4061* and *MATH V2010*.

Prerequisites: (MATH GU4051 or MATH GU4061) and MATH UN2010 Concept of a differentiable manifold. Tangent spaces and vector fields. The inverse function theorem. Transversality and Sard's theorem. Intersection theory. Orientations. Poincaré-Hopf theorem. Differential forms and Stokes theorem

Spring 2025: MATH GU4081

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MATH 4081	001/15373	M W 10:10am - 11:25am 520 Mathematics Building	Sven Hirsch	3.00	20/49

MATH GU4155 PROBABILITY THEORY. 3.00 points.
Prerequisites: MATH GU4061 or MATH UN3007 *MATH W4061* or *MATH V3007*.
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

MATH GU4392 INTRO TO QUANTUM MECHANICS II. 3.00 points.
Continuation of GU4391. 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 to be accessible to students with no previous formal training in quantum theory. The role of symmetry, groups and representations will be stressed.

SIEO W3600 INTRO PROBABILITY/STATISTICS. 4.00 points.
SIEO W4150 INTRO-PROBABILITY # STATISTICS. 3.00 points.

Cross-Listed Courses

Computer Science
COMS S3251 Computational Linear Algebra. 3 points.
Not offered during 2024-2025 academic year.

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. 3.00 points.
Lect: 3.

Prerequisites: (COMS W3203) 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.

COMS W3203 DISCRETE MATHEMATICS. 4.00 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)

Spring 2025: COMS W3203					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/13386	M W 2:40pm - 3:55pm 501 Northwest Corner	Tony Dear	4.00	145/164
Fall 2025: COMS W3203					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3203	001/12823	M W 2:40pm - 3:55pm 301 Uris Hall	Tony Dear	4.00	233/266
COMS 3203	002/12824	F 2:10pm - 4:00pm 303 Uris Hall	Tony Dear	4.00	29/60

Industrial Engineering and Operations Research
CSOR E4010 GRAPH THEORY: COMBINATL VIEW. 3.00 points.
Lect: 3.

Prerequisites: Linear algebra, or instructor’s permission.
An introductory course in graph theory with emphasis on its combinatorial aspects. Basic definitions, and some fundamental topics in graph theory and its applications. Topics include trees and forests graph coloring, connectivity, matching theory and others.

Medieval & Renaissance Studies

417 Barnard Hall
212-854-2116
Director: Rachel Eisendrath

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 languages and cultures, 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.

Director
Gred Bryda (Assistant Professor of Art History)

Professors
Christopher Baswell (Professor of English)
Elizabeth Castelli (Professor of Religion)
Achsah Guibbory (Professor of English)
Najam Haider (Professor of Religion)
Kim Hall (Lucyle Hook Professor of English and Africana Studies)
Joel Kaye (Ann Whitney Olin Professor of History)
Keith Moxey (Professor Emeritus of Art History)
Peter Platt (Ann Whitney Olin Professor of English)
Rachel Eisendrath (Professor of English)
Deborah Valenze (Professor of History)

Associate Professor
Orlando Bentancor (Associate Professor of Spanish and Latin American Cultures)

Assistant Professors
Gregory Bryda (Assistant Professor of Art History)
Matthew Delvaux (Assistant Professor of History)
Matthew L. Keegan (Moinian Assistant Professor of Asian and Middle Eastern Cultures)

Seth Stewart Williams (Assistant Professor of Dance)

Senior Lecturers

Laurie Postlewait (Senior Lecturer in French)

Senior Scholar

Anne Lake Prescott (Emerita)

For Columbia University Medieval and Renaissance faculty, see [their website](#).

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 who guides her in developing a sequence of courses to be taken in the field.

A minimum of 11 courses that are at least 41 credits in total 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-SR PROJECT and MEDR BC3999 DIRECTED RESEARCH-SR PROJECT, a two-semester program of interdisciplinary research leading to the writing of the senior essay.

(In some cases, a senior seminar in one of the departments may be substituted for MEDR BC3998 DIRECTED RESEARCH-SR PROJECT or MEDR BC3999 DIRECTED RESEARCH-SR 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.

Medieval and Renaissance Program Courses

MEDR BC3099 INDEPENDENT STUDY. 1.00-4.00 points.

MEDR BC3998 DIRECTED RESEARCH-SR PROJECT. 4.00 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-SR PROJECT. 4.00 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 UN2305 RENAISSANCE IN IMPERIAL SPAIN. 3.00 points.

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 W3230 Medieval Architecture. 3 points.

Not offered during 2024-2025 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 2024-2025 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 GU4023 Medieval Art II: Castles, Cathedral, and Court. 4.00 points.

This advanced lecture course is intended for students with little or no background in medieval art of Latin (“Western”) Europe. It provides a comprehensive introduction to a period spanning roughly one millennium, from Pope Gregory the Great’s defense of art ca. 600 to rising antagonism against it on the eve of the Protestant Reformation. Themes under consideration include Christianity and colonialism, pilgrimage and the cult of saints, archaism versus Gothic modernism, the drama of the liturgy, somatic and affective piety, political ideology against “others,” the development of the winged altarpiece, and pre-Reformation iconophobia. We will survey many aspects of artistic production, from illuminated manuscripts, portable and monumental sculpture, stained glass, sumptuous metalworks, drawings, and reliquaries to the earliest examples of oil paintings and prints. While this course is conceived as a pendant to Medieval Art I: From Late Antiquity to the End of the Byzantine Empire (AHIS GU4021), each can be taken independently of one another. In addition to section meetings, museum visits to the Metropolitan Museum of Art, The Cloisters, and The Morgan Library are a required component to the course. Students must register for a mandatory discussion section

AHIS GU4027 Architecture in Western Europe 1066-1399. 3.00 points.

This course explores architecture in Western Europe during the Middle Ages. The time frame starts with the conquest of England in 1066 and ends with the appointment of Gothic experts in 1399 to advise on the construction of Milan Cathedral towards the end of the Middle Ages. The first historical event coincides with the creation of architecture of a bewildering scale while the second reflects the end of building without architectural treatises or architectural theory - in a modern sense. The course will also introduce students to new digital technologies such as laser scanning and photogrammetry for the study of medieval architecture. No preliminary knowledge of medieval history or architectural history is needed, and no knowledge of digital technologies or specific computer skills is expected. The monuments selected belong to a period that starts when architecture moved away from Roman antique models and ends just before the re-adoption of Classical standards in the Renaissance. In this course the originality of medieval architecture, its relationship with earlier and later monuments, and the dramatic effort involved in its creation will be discussed. Major themes of medieval society such as pilgrimages, crusades, piety, the cult of relics, and the social and intellectual context of the Middle Ages are also part of this lecture. In the first weeks, important concepts of medieval society and its architecture will be presented in combination with a number of new technologies recently adopted in the field. These introductory classes will offer the foundations needed to understand artistic and architectural developments in the Middle Ages. While the course will focus on architecture, different media are included when they provide valuable information on the artistic and cultural context to which buildings belong. New technologies serve as a basis for a critical discussion about the changes in method introduced by new media and technologies in the field of architectural history

AHIS GU4031 Art of Italy: 1300-1520. 3.00 points.

This course is a survey of the art of Italy from the early fourteenth century until the onset of the Reformation. It will cover the major artists and cultural centers of the peninsula, examining them in the context of broader artistic currents and conventions of the period. Special attention will be paid to the social, political, and historical factors that led to changes in the visual arts as well as the impact of cultures beyond classical antiquity on the form and iconography of paintings and sculptures in the Early Renaissance. The lectures will provide students with a deeper understanding of the canonical works of Italian artists from Cimabue and Giotto to Leonardo da Vinci and Giovanni Bellini, of the development of new criteria for assessing the visual arts, of the relationship between artists, patrons, and audiences in the period. The readings, in turn, will familiarize them with key primary sources of the fourteenth and fifteenth century, as well as the writings of distinguished Renaissance scholars from the nineteenth century until the present

Classics

LATN UN3033 MEDIEVAL LANGUAGE # LITERATURE. 3.00 points.

Prerequisites: four semesters of college Latin or the instructor’s permission.
 Prerequisites: four semesters of college Latin or the instructors permission. This course offers an introduction to medieval Latin literature in conversation with its two most important traditions, classical literature and early Christian culture. Illustrative passages from the principal authors and genres of the Latin Middle Ages will be read, including Augustine and biblical exegesis; Ambrose and poetry; Bede and history and hagiography; Abelard and Heloise and the 12th century Renaissance. The course is suitable both for students of Latin and of the Middle Ages

LATN GU4152 MEDIEVAL LATIN LITERATURE. 3.00 points.

Prerequisites: the instructor’s permission.
 Prerequisites: the instructors permission. This course covers various topics in Medieval Latin Literature

Spring 2025: LATN GU4152

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LATN 4152	001/14798	T Th 2:40pm - 3:55pm 607 Lewisohn Hall	Carmela Franklin	3.00	14/15

English & Comparative Literature

ENGL UN3262 English Literature 1500-1600. 3 points.

(Lecture). This course aims to introduce you to a selection of sixteenth-century English verse and prose, from major works such as More’s *Utopia*, Spenser’s *Faerie Queene* and Sidney ’s *Defense of Poesie*, to more occasional but illuminating excerpts. Although the classes will range widely across social, political and historical concerns, the focus will be on close reading of the texts. [NB This course fulfills the poetry requirement]

ENGL UN3336 SHAKESPEARE II. 3.00 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”)

ENGL UN3343 WOMEN IN RENAISSANCE DRAMA CULTRE. 4.00 points.

Concentrating on the drama of early modern England, this course will investigate a culture of surveillance regarding women's bodies in the period. We will give special focus to the fear of female infidelity, the theatrical fascination with the woman's pregnant body, and the cultural desire to confirm and expose women's chastity. We will read plays in which women are falsely accused of adultery, in various generic contexts (such as William Shakespeare's *Cymbeline* and *Much Ado About Nothing*), along with plays in which women actually commit infidelity (such as the anonymous *Arden of Faversham* and Thomas Middleton's *A Chaste Maid in Cheapside*). Focusing on a different play each week, we will ask: what does it take, ultimately, to believe women about their fidelity? At the same time, what is the effect of being doubted on women themselves? We will also give consideration to the particular resources of dramatic form, paying attention to moments in plays that coerce spectators themselves into mistaken judgments about women. We will supplement our reading of drama with pamphlets, advice literature, poems, church court cases, and ballads, in order to place these plays within a broader and more varied culture of female surveillance in early modern England. Finally, we will work to recover past strategies of liberation from this surveillance in the plays we read, in women's writing that warns against male betrayal, and in dramatic and historical instances of female cross-dressing

ENGL UN3873 Troilus and Criseyde. 4.00 points.

The intellectual goals of the course are to understand the manuscript evidence for the text and to be able to read Chaucer with precision: precision as to the grammatical structure, vocabulary, rhymes, and meter of the text. Being such an enlightened, close reader will help students in many, if not all, of their other courses, and will be invaluable to them in most any job they will ever have thereafter

Fall 2025: ENGL UN3873

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3873	001/11761	T 10:10am - 12:00pm 612 Philosophy Hall	David Yerkes	4.00	16/18

ENGL UN3920 MEDIEVAL ENGLISH TEXTS. 4.00 points.

Prerequisites: the instructor's permission.

The class will read the poem *Sir Gawain and the Green Knight* in the original Middle English language of its unique surviving copy of circa 1400, and will discuss both the poem's language and the poem's literary merit. The class will read the poem *Sir Gawain and the Green Knight* in the original Middle English language of its unique surviving copy of circa 1400, and will discuss both the poem's language and the poem's literary merit

Fall 2025: ENGL UN3920

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3920	001/11762	M 4:10pm - 6:00pm 602 Lewisohn Hall	David Yerkes	4.00	20/20

ENGL GU4263 Literature of the 17th C. 3 points.

This lecture course surveys the non-dramatic literature of seventeenth-century England, with particular attention to its prose writings.

The course will focus on topics including the new politics of the Jacobean court; the tensions leading to the civil wars; the so-called "scientific revolution" and its discontents; and the challenges of the Restoration, including plague and fire. Authors studied will include Ben Jonson, Francis Bacon, John Donne, Aemelia Lanyer, George Herbert, Thomas Browne, Robert Burton, John Milton, Andrew Marvell, Margaret Cavendish, Abraham Cowley, and Katherine Philips.

ENGL GU4458 Young Romance. 3.00 points.

The literary mode we call "romance" has been enormously popular and influential from its origins in Hellenistic antiquity to current science fiction, and at all levels of textual ambition from popular culture to canonical literature. Within this mass of material, one constant element is romance's encounter with boundaries. This course will explore such boundary moments in texts from the 5th to the 20th centuries: boundaries and transgressions of desire (romances of marriage and adultery), of time (the reimagining of antiquity), of national foundation, of geography (settings in a fantasy east), of gender, and of class, indeed the boundary of the human and the monstrous

English (Barnard)

ENGL BC3136 Renaissance Epic. 3 points.

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.

Not offered during 2024-2025 academic year.

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 THE CANTERBURY TALES. 3.00 points.

Not offered during 2024-2025 academic year.

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.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Literature (LIT).

Not offered during 2024-2025 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. 3.00 points.

Prerequisites: Enrollment limited to 60 students.
A critical and historical introduction to Shakespeares 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

Fall 2025: ENGL BC3163

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3163	001/00022	M W 8:40am - 9:55am 323 Milbank Hall	Peter Platt	3.00	21/60

ENGL BC3164 SHAKESPEARE II. 3.00 points.

Prerequisites: Enrollment limited to 60 students.
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

Spring 2025: ENGL BC3164

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3164	001/00176	T Th 4:10pm - 5:25pm 323 Milbank Hall	Rachel Eisendrath	3.00	50/60

ENGL BC3165 The Elizabethan Renaissance: The Complete Nondramatic Poetry of Marlowe and Shakespeare. 3 points.
Not offered during 2024-2025 academic year.

In this course, we will read the complete nondramatic poetry of Christopher Marlowe and William Shakespeare, working closely through sonnets, epyllia (mini epics), and translations. How do Marlowe and Shakespeare put into play inherited and new ideas about history, gender, sexuality, politics, law, God, race, matter, print, and literary form (especially the sonnet)?

ENGL BC3166 17TH-CENTURY PROSE # POETRY. 3 points.
Not offered during 2024-2025 academic year.

The seventeenth century was a century of revolution, giving birth to modern ways of thinking, and calling into question many of the old ways. In the early years, many were affected by melancholy, some believing the world was approaching the endtimes. England experienced plagues, particularly in London, and other catastrophes. So we might find some affinity with our own current situation, facing new challenges, our world turned upside down, which is what many people felt during that time. Out of all of this turmoil, however, came great literature including lyric poems by John Donne and others exploring love and desire, doubt and faith, sex and God. Donne also wrote a series of Devotions grappling with mortality over a course of 23 days when he was suffering from typhus or relapsing fever and almost died. Others turned to find solace in the natural world and friendship (Amelia Lanyer, Katherine Philips, Henry Vaughan). Robert Burton wrote a book on melancholy, which he kept adding to. Francis Bacon thought a revolution in science could redeem the world. Thomas Browne, a physician as well as writer, tackled the problem of intolerance and religious conflict. Thomas Hobbes thought only a firm (authoritarian?) government could reestablish peace and security, while Gerard Winstanley (a "Leveller") thought that owning land (and money) was the source of all war and misery. Transgressive women had their own ideas. The Quaker leader Margaret Fell defended women's right to preach. We will read selections from these and other writers, understanding them in their historical context and with a sense of their current resonance. The seventeenth century was a century of revolution, giving birth to modern ways of thinking, and calling into question many of the old ways. In the early years, many were affected by melancholy, some believing the world was approaching the endtimes. England experienced plagues, particularly in London, and other catastrophes. So we might find some affinity with our own current situation, facing new challenges, our world turned upside down, which is what many people felt during that time. Out of all of this turmoil, however, came great literature including lyric poems by John Donne and others exploring love and desire, doubt and faith, sex and God. Donne also wrote a series of Devotions grappling with mortality over a course of 23 days when he was suffering from typhus or relapsing fever and almost died. Others turned to find solace in the natural world and friendship (Amelia Lanyer, Katherine Philips, Henry Vaughan). Robert Burton wrote a book on melancholy, which he kept adding to. Francis Bacon thought a revolution in science could redeem the world. Thomas Browne, a physician as well as writer, tackled the problem of intolerance and religious conflict. Thomas Hobbes thought only a firm (authoritarian?) government could reestablish peace and security, while Gerard Winstanley (a "Leveller") thought that owning land (and money) was the source of all war and misery. Transgressive women had their own ideas. The Quaker leader Margaret Fell defended women's right to preach. We will read selections from these and other writers, understanding them in their historical context and with a sense of their current resonance.

Spring 2025: ENGL BC3166

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3166	001/00177	T Th 2:40pm - 3:55pm 203 Diana Center	Achsah Guibbory	3	29/30

ENGL BC3167 MILTON. 3.00 points.

How and why might we read Milton now? And how do his writings and thinking intersect with issues in our present moment? We will read his influential epic *Paradise Lost* after reading selections of Milton's earlier poetry and prose (attack against censorship, defenses of divorce, individual conscience, toleration, complicated issues of political and religious liberty). He wrote about these matters as he was involved in the English Civil war, an advocate of liberty (we will consider what kind, for whom?) and revolution, which Americans would embrace as inspiration and to justify the American Revolution. We will critically read Milton's literary and political texts within the contexts of religious, political, and cultural history of early modern England and Europe but also colonial and revolutionary America—asking difficult questions, and with a sense of how Milton's writing connects to present issues of our time

Fall 2025: ENGL BC3167

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3167	001/00507	M W 2:40pm - 3:55pm 403 Barnard Hall	Achsah Guibbory	3.00	17/40

ENGL BC3169 Renaissance Drama. 3 points.

Not offered during 2024-2025 academic year.

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.

ENGL BC3246 WRITING THE MEDIEVAL SELF. 3.00 points.

The late Middle Ages and early Renaissance saw an explosion in the use of the first-person singular "I" by European writers of narrative texts. Although these narratives – among them dream visions, philosophical allegories, spiritual autobiographies, and straight-up novels – do not always correspond to modern ideas about autobiography, they nonetheless demonstrate a growing interest in such "autobiographical" topics as personal identity, sexual difference, mental illness, and disability, even as they experiment with a variety of literary forms and raise fundamental questions about the relationship between truth and writing. Writers will include Augustine, Dante, Boccaccio, Chaucer, Christine de Pisan, Thomas Hoccleve, Julian of Norwich and Teresa de Cartagena, among others. No foreign language experience is required for this course, but knowledge of Latin or Romance languages may be useful

ENGL BC3297 UNSILENT VOICES: THE MEDIEVAL LYRIC IN EUROPE. 3.00 points.

From the fall of the Western Empire to the Protestant Reformation, a period of over 1000 years, poets in Europe produced an extraordinarily rich and varied body of lyric poetry that continues to exert a major influence on world literature today. While some of this poetry is religious in nature, a great deal also addresses such diverse themes as desire, selfhood, politics, gender, and humanity's relation to the non-human world. In this class we will examine medieval lyrics originally composed in a number of languages including but not limited to Old and Middle English, Latin, Occitan, Hebrew, Arabic, Italian, French, German and Portuguese. Aspiring polyglots welcome, but all readings will be provided in English translation. This course presumes no previous knowledge of medieval history or literature

AFEN BC3817 Black Shakespeare. 4.00 points.

This course examines Shakespeare's role in shaping Western ideas about Blackness, in processes of racial formation, and in Black freedom struggle. As one of the most enduring representations of a Black man in Western art Shakespeare's *Othello* will be a focal point. However, this course will examine other "race" plays as well as works perceived as "race-neutral" in tandem with Black "respeakings" of Shakespeare's works. This class is antiracist in intent and is shaped by several interlocking questions: What is Black Shakespeare? Can creators and scholars separate Shakespeare from the apparatus of white supremacy that has been built around his works? What are the challenges for BIPOC actors performing Shakespeare on the dominant stage? What are the challenges and obstacles for BIPOC scholars working on Shakespeare in academia? Can performing Shakespeare be an activist endeavor

Spring 2025: AFEN BC3817

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFEN 3817	001/00025	T 4:10pm - 6:00pm 214 Milbank Hall	Kim F Hall	4.00	7/12

French (Barnard)**FREN GU4425 Medieval Animals, Human and Other. 3.00 points.**

How did medieval people separate themselves from other (non-human) animals? Was it the ability of humans to talk, use tools, exercise rationality or something else? We will consider these questions in the first unit of this class, in which we'll look at cases of what Agamben calls "the anthropological machine"—the ways in which humans have distinguished themselves from other species. Why do some bestiaries (catalogues of animals) include human animals but not others? How did medieval people understand Genesis and the notion of 'dominion' given to humans over the rest of creation? In the next unit, we will turn to talking animals, both in medieval philosophical texts and in literature. Do they speak differently from human animals? Do humans speak differently when speaking of them (for example, do texts about parrots or other bird mimics start to 'parrot' other texts?). We next turn to cases of metamorphosis (human to animal or vice versa) and hybridity (in which a single body is both human and animal). What do these texts reveal about what is proper to the human and how does the body play a role in shoring up species identity? In a final unit, we turn to assemblages—conglomerations in which human and nonhuman animals act together. We will look both at chivalry (knight horse) and at medieval lovers, who are often surrounded by birds

French (Barnard)

FREN BC3021 MAJOR FRENCH TEXTS I. 3.00 points.

Prerequisites: Satisfaction of the language requirement or the equivalent.

An exploration of the early periods of French literary creation (Medieval-17th century) through works of fiction, poetry, and theatre. Special attention is given to texts that use tradition to bring about change, to provoke, to contest social norms, and to test the expected parameters of literary expression

Fall 2025: FREN BC3021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
FREN 3021	001/00262	M W 1:10pm - 2:25pm 302 Milbank Hall	Caroline Weber	3.00	20/25

FREN BC3023 The Culture of France I. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: Satisfaction of the language requirement or the equivalent.

Historical analysis of *mentalites* from the Middle Ages to the reign of Louis XIV through symbol, structure, and self-presentation. *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3025 Theater of the Classical Age. 3 points.

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 recourse to and reworking 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). *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3029 Laughter in the Middle Ages and Renaissance. 3 points.

Not offered during 2024-2025 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 mentalites of the Middle Ages and Renaissance through an understanding of what made people laugh. *FREN BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3032 Women and Writing in Early Modern France. 3 points.

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 BC1204: French Intermediate II or the equivalent level is required.*

FREN BC3033 Literature of the French Renaissance and the Baroque. 3 points.

Not offered during 2024-2025 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 2024-2025 academic year.

Prerequisites: Satisfaction of the language requirement or permission of the instructor.

Interdisciplinary exploration of the literature and culture of the *Grand Siecle*.

History

HIST GU4083 Crime and Punishment in the Middle Ages. 4 points.

Priority given to majors and concentrators, seniors, and juniors.

Prerequisites: the instructor's permission.

How a society defines crime, and how it deals with the criminals tells us a lot about the moral values, and the political and economic structure of that society, as well as its internal conflicts, superstitions, and fears. Often supposed to be a barbaric community of ignorant unruly men governed by greedy kings and popes, the medieval society in the popular culture is often an inspiration to the grotesque representations of violence and torture. Even an intellectual like Michel Foucault did not hesitate to advance a theory of medieval punishment, albeit a terribly wrong one, as one that focuses on the body and spectacle. This course is designed to trace the origins of the modern criminal legislation and practices to the Middle Ages, some of which were jury trial, public persecution, and prisons. How did these practices come about, and under which social conditions? The focus of the course will be on violent crimes, such as murder, robbery, assault and suicide, and some particularly medieval crimes like sorcery, blasphemy and sodomy. The geographical scope will be limited to England, Italy and France. The class discussions are expected to take the form of collective brainstorming on how the political powers, social classes, cultural values, and religious beliefs affect the development of criminal legislation and institutions. Whenever possible the weekly readings will feature a fair share of medieval texts, including trial records, criminal laws, a manual for trying witches, and prison poetry. *Field(s): *MED*

HIST W4101 The World We Have Lost: Daily Life in Pre-Modern Europe. 4 points.

Not offered during 2024-2025 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*

HIST GU4356 Montaigne and the Modern Self. 4.00 points.

This seminar, which focuses on Montaigne's Essays, is one of a series on the history of the modern self. The series has included seminars on figures like Pascal, Rousseau, and Tocqueville, and will continue to expand

Fall 2025: HIST GU4356

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 4356	001/12964	Th 2:10pm - 4:00pm 607 Hamilton Hall	Mark Lilla	4.00	14/13

History (Barnard)

HIST BC1062 Introduction to the Global Middle Ages. 4.00 points.

This course introduces students to medieval history and the methods historians use to study and communicate about the past. Medieval history has traditionally centered on Western Europe, but this course also integrates new approaches to the Global Middle Ages, including attention to connectivity, comparative studies across contexts, and a survey of world literatures. Topics include Late Antique transformations to the Roman world, the Germanic migrations, and the rise of Christianity; the Islamic Conquests, the Carolingian Renaissance, and the Viking expansion; the Crusades, the Black Death, and the rise of early modern empires. Students will learn to read primary sources, assess scholarly arguments, and incorporate interdisciplinary approaches. This course will require visits to the Metropolitan Museum of Art and the Met Cloisters

Fall 2025: HIST BC1062

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 1062	001/00368	M W 11:40am - 12:55pm LI003 Barnard Hall	Matthew Delvaux	4.00	12/90

HIST BC3062 Medieval Economic Life and Thought ca 1000 to 1500. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 # SOCIETY. 4.00 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: GREAT WENT TO WORLD CITY. 4.00 points.

Prerequisites: Permission of the instructor. Enrollment limited to 15.

Preregistration required.

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

Fall 2025: HIST BC3360

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3360	001/00347	W 2:10pm - 4:00pm 214 Milbank Hall	Deborah Valenze	4.00	7/15

Italian

ITAL GU4091 DANTE'S DIVINA COMMEDIA 1. 4.00 points.

ITALIAN MAJORS AND ITALIAN DEPT GRADUATE STUDENTS MUST REGISTER FOR SECTION 001.

Prerequisites: SECTION 001: reading knowledge of Italian. SECTION 002: none.

ITAL GU4092 DANTE'S DIVINA COMMEDIA 2. 4.00 points.

Spring 2025: ITAL GU4092

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ITAL 4092	001/13063	T Th 4:10pm - 6:00pm 503 Hamilton Hall	Teodolinda Barolini	4.00	3/20
ITAL 4092	002/13065	T Th 4:10pm - 6:00pm 503 Hamilton Hall	Teodolinda Barolini	4.00	6/20

ITAL GU4079 BOCCACCIO'S DECAMERON. 3.00 points.

While focusing on the Decameron, this course follows the arc of Boccaccio's career from the *Ninfale Fiesolano*, through the Decameron, and concluding with the *Corbaccio*, using the treatment of women as the connective thread. The Decameron is read in the light of its cultural density and contextualized in terms of its antecedents, both classical and vernacular, and of its intertexts, especially Dante's *Commedia*, with particular attention to Boccaccio's masterful exploitation of narrative as a means for undercutting all absolute certainty. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome

Music

MUSI GU4060 MEDIEVAL MUSIC DRAMA. 3.00 points.

In this seminar we will study examples of music drama from the tenth century to the fourteenth, taking into account both the manuscript sources and methodological questions raised by performative works at the intersection of literature, music, and ritual

MUSI GU4113 Medieval Mediterranean Love Songs. 4.00 points.

This seminar will focus on love poetry in the medieval western Mediterranean. Readings will consist primarily of medieval lyric in Old Occitan, Galician Portuguese, Old French, Italian, and Castilian in conversation with concurrent kindred forms of the lyric in classical Arabic and medieval Hebrew from medieval Iberia and Italy. Most weeks will include listening examples but a background in music is not a prerequisite. All texts will be available in translation; originals will also be made available. We will emphasize close reading and analysis, often addressing the relationship between text and music

Philosophy (Barnard)

PHIL UN2201 HISTORY OF PHILOSOPHY II. 4.00 points.

Prerequisites: PHIL UN2211 Required Discussion Section (0 points). PHIL UN2101 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 2025: PHIL UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2201	001/00165	T Th 1:10pm - 2:25pm 405 Milbank Hall	Caroline Bowman	4.00	67/80

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.
 \nCourse not offered in Fall 2016, will be offered in Spring 2017
 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.

Spanish

SPAN UN3368 The Spanish Inquisition. 3 points.

Founded to combat Christian heresy in the late fifteenth century but based on previous medieval models, the Spanish Inquisition is notorious as an institution of religious persecution. Converts from Judaism and Islam to Christianity, not to mention a host of other minority Christian communities, often fell under inquisitorial suspicion. The interrogation and censorship tactics employed by inquisitors and their agents to police these communities sometimes but not always entailed violence. Punishments for those convicted of infractions similarly ranged widely, from the notorious *auto-de-fé* to more minor acts of contrition. In this course, we will study these inquisitorial procedures and their underlying theological presuppositions. We also will examine how the "Holy Office," as it the inquisition was likewise known, fit into the broader religious and political cultures of the Iberian world during the sixteenth century. That is, both Catholic and Protestant reformers of the period often emphasized inquisitorial violence in order to smear their adversaries or make Spain seem backward, while some apologists for Spanish empire and orthodoxy insisted upon the noble intentions driving inquisition. These early modern tensions have shaped our late modern understanding of inquisition history. Over the course of the semester we will aim to test these "black" and "white" legends of Spanish inquisitorial and imperial violence not only against a range of primary sources and archival documents from the sixteenth century, but also against our own presuppositions about tolerance and intolerance, religious freedom, and the relationship between religion and secularism in the present. Readings include inquisitorial case archives, polemical and pedagogical works by Nicolas Eimeric, Hernando de Talavera, Tomás de Torquemada, and other early inquisitors and their critics, and articles and book chapters by modern scholars such as Christine Caldwell Ames, Wendy Brown, Michel Foucault, Carlo Ginzburg, Henry Kamen, Doris Moreno, and others.

Music

Barnard College Department of Music
 319 Milbank Hall
 212-854-5096

Columbia University Department of Music
 621 Dodge Hall
 212-854-3825

Department Administrative 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 through 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:

Chair: Christopher J. Washburne (On leave Spring '26), Marcos Balter (Acting Chair Spring '26)

Vice Chair: Giuseppe Gerbino

Professors: Marcos Baltar (Acting Chair Spring '26), Susan L. Boynton (On leave 2025-2026), Joseph Dubiel (On leave 2024-2025), Walter Frisch, Georg Friedrich Haas, George Lewis (On leave Spring '26), Elaine Sisman, Christopher J. Washburne (Chair) (On leave Spring '26)

Associate Professors: Alessandra Ciucci (On leave Fall '25), Zosha Di Castri (On leave Fall '25), Julia Doe, Kevin Fellezs (On leave Spring '26), Aaron Fox, Mariusz Kozak, Benjamin Steege

Assistant Professors: Knar Abrahamyan, Ruth Opara

Lecturers: Nandini Banerjee, Seth Cluett (**Director:** Computer Music Center), Galen DeGraf (Fall '25 only), Scott Douglass, Gabrielle Ferrari, Manuel Garcia-Orozco, Justin Gregg, Saad Haddad, Hannah Kendall, Cheng Wei Lim, Anna Meadors, Jeffrey Milarsky, Russell O'Rourke, Magdalena Stern-Baczewska (**Director:** Music Performance Program) (On leave Spring '26), Peter Susser, Lucy Turner, Tom Wetmore, Grant Woods

Associates: Ole Mathisen (**Director:** Louis Armstrong Jazz Program)

CU Adjuncts: David Adamcyk, Ramin Amir Arjomand, Mary Asti, Kristy Barbacane, Ashkan Behzadi, Sadie Dawkins, Tina Fruhauf, Nina Fukuoka, Michael Joviala, Marilyn McCoy, Ashley Nail, Joshua Navon, Ryan Pratt, Ralph Whyte

BC Adjuncts: Marilyn Louise McCoy, Lauren Ninoshvili

BC Voice Adjuncts: Jean-Paul Björin, Harolyn Blackwell, Coralie Gallet, Josephine Mongiardo-Cooper, Robert Osborne

Requirements for the Music Major

You need a total of 48 points, minimum, for our major across two tracks:

12 points Music Theory I-IV

4 points Ear Training I-IV

6 points Music History I/II

6 points 2000-level courses

9 points 3000-4000-level courses

4 points vocal or instrumental lessons

4 points Senior Seminar

3 points Senior Project: Research or Repertoire

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: Middle Ages to Baroque and MUSI UN3129 History of Western Music: Classical Era to 20th Century; and at least three 3000- 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 SEM 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 PROJ:RESEARCH FOR MUSIC, or she will take MUSI BC3991 SENIOR PROJ: MUSIC REPERTORY 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/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

MUSI UN2314	EAR-TRAINING I	1
MUSI UN2315	EAR-TRAINING II	1
MUSI UN2318	MUSIC THEORY I	3
MUSI UN2319	MUSIC THEORY II	3
MUSI V3420	The Social Science of Music	3
Up to 4 performance credits (lessons or ensembles)		4
One 3000-level wester music history course		3
One Asian Humanities-Music (AHMM) course		3
Three ethnomusicology electives, one at the 2000-level and the other from the upper division electives		9
Two courses in Anthropology, one at the introduction to cultural anthropology level; the other, an elective		6
Ethnographic thesis of 30-40 pages, developed over the senior year		6

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: Middle Ages to Baroque
MUSI UN3129 History of Western Music: Classical Era to 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.1

MUSI BC1001 AN INTRODUCTION TO MUSIC I. 3.00 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 2025: MUSI BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1001	001/00369	M W 2:40pm - 3:55pm 325 Milbank Hall	Gail Archer	3.00	12/32
MUSI 1001	002/00370	T Th 2:40pm - 3:55pm 325 Milbank Hall	Marilyn McCoy	3.00	19/25

MUSI BC1002 AN INTRODUCTION TO MUSIC II. 3.00 points.

Prerequisites: no previous knowledge of music is required

Spring 2025: MUSI BC1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/00059	M W 2:40pm - 3:55pm 405 Milbank Hall	Gail Archer	3.00	26/57
MUSI 1002	002/00060	T Th 2:40pm - 3:55pm 405 Milbank Hall	Marilyn McCoy	3.00	23/25

MUSI UN1350 Introduction to Musicianship. 1.00 point.

This course is designed for students who have little or no experience with playing, performing, reading, studying, composing, or improvising music. Students will be introduced to both skills and concepts that will enable them to participate in music making and deepen their appreciation of all types of music

Fall 2025: MUSI UN1350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1350	001/10765	M W 12:05pm - 12:55pm 404 Dodge Building	Sadie Dawkins	1.00	10/14

MUSI BC1501 VOICE INSTRUCTION. 2.00 points.

Entrance by audition only. Call Barnard College, Department of Music during registration for time and place of audition (854-5096)

Fall 2025: MUSI BC1501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1501	001/00371		Gail Archer	2.00	27/25
MUSI 1501	002/00372		Gail Archer	2.00	22/25

MUSI BC1502 VOICE INSTRUCTION. 2.00 points.

Entrance by audition only. Call Barnard College, Department of Music during registration for time and place of audition (854-5096)

Spring 2025: MUSI BC1502

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1502	001/00061		Gail Archer	2.00	32/24
MUSI 1502	002/00062		Gail Archer	2.00	18/27

MUSI UN1594 BARNARD-COLUMBIA CHORUS II. 1.00 point.

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

Spring 2025: MUSI UN1594

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1594	001/00063	T Th 6:10pm - 8:00pm 405 Milbank Hall	Gail Archer	1.00	12/85

MUSI UN1596 BARNARD-COLUMBIA-CHAMBR SINGER. 1.00 point.

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 2025: MUSI UN1596

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1596	001/00064	T Th 8:00pm - 10:00pm 405 Milbank Hall	Gail Archer	1.00	5/25

MUSI UN2026 THE SYMPHONY. 3.00 points.

The purpose of this course is to survey the genre of the symphony throughout its history in Western music from about 1750 to the present. In class we will listen to and analyze selected examples, and also discuss the relationship of the work and its composer to their historical time

Fall 2025: MUSI UN2026

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2026	001/10770	M W 2:40pm - 3:55pm 622 Dodge Building	Elaine Sisman	3.00	7/30
MUSI 2026	AU1/19785	M W 2:40pm - 3:55pm Othr Other	Elaine Sisman	3.00	8/8

MUSI BC3139 INTRODUCTION VOCAL REPERTOIRE. 3.00 points.

This course is designed for developing singers. Group vocalizing, learning of songs and individual workshop performances are aimed at improving the students 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 performers 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 2025: MUSI BC3139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3139	001/00065	F 10:00am - 1:00pm 405 Milbank Hall	Coralie Gallet	3.00	11/10

Fall 2025: MUSI BC3139

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3139	001/00375	T Th 1:10pm - 2:25pm 325 Milbank Hall	Jean-Paul Bjorlin	3.00	8/15

MUSI BC3140 VOCAL REPERTOIRE, TECHNIQUE. 3.00 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

Spring 2025: MUSI BC3140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3140	001/00066	T Th 1:10pm - 2:25pm 325 Milbank Hall	Jean-Paul Bjorlin	3.00	7/8

Fall 2025: MUSI BC3140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3140	001/00376	F 10:00am - 1:00pm 405 Milbank Hall	Coralie Gallet	3.00	6/10

MUSI BC3145 WORLDMUSE ENSEMBLE. 3.00 points.

Worldmusic 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 2025: MUSI BC3145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3145	001/00070	T Th 11:40am - 12:55pm 325 Milbank Hall	Jean-Paul Bjorlin	3.00	15/15

MUSI BC3990 SENIOR PROJ:RESEARCH FOR MUSIC. 3.00 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

Spring 2025: MUSI BC3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3990	001/00068		Gail Archer	3.00	2/6

Fall 2025: MUSI BC3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3990	001/00377		Gail Archer	3.00	0/2

MUSI BC3991 SENIOR PROJ: MUSIC REPERTORY. 3.00 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

Spring 2025: MUSI BC3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3991	001/00067		Gail Archer	3.00	0/1

Fall 2025: MUSI BC3991

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3991	001/00378		Gail Archer	3.00	1/2

MUSI BC3992 SENIOR SEM FOR MUSIC MAJORS. 4.00 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

Fall 2025: MUSI BC3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3992	001/00379	W 10:10am - 12:00pm 501 Diana Center	Lauren Ninoshvili	4.00	7/15

MUSI UN1002 FUNDAMENTALS OF MUSIC. 3.00 points.

Introduction to music, including notation, written and aural skills, and basic conceptual resources of music theory. Exploration of scale, mode, rhythm, meter, texture and form, with reference to a diverse range of musics.

Spring 2025: MUSI UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/10755	M W 1:10pm - 2:25pm 622 Dodge Building	Imogen Wilson	3.00	21/24

Fall 2025: MUSI UN1002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1002	001/10764	M W 1:10pm - 2:25pm 814 Dodge Building	Michael Rose	3.00	24/30

HUMA UN1123 Music Humanities. 3.00 points.

Analysis and discussion of representative works from the Middle Ages to the present

Spring 2025: HUMA UN1123

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HUMA 1123	001/10719	M W 8:40am - 9:55am 404 Dodge Building	Amanda Morrill	3.00	24/25
HUMA 1123	002/10720	M W 8:40am - 9:55am 405 Dodge Building	Calder Hannan	3.00	24/25
HUMA 1123	003/10721	M W 8:40am - 9:55am 716 Hamilton Hall	Velia Ivanova	3.00	25/25
HUMA 1123	004/10722	M W 10:10am - 11:25am 404 Dodge Building	Mariusz Kozak	3.00	25/25
HUMA 1123	005/10723	M W 10:10am - 11:25am 405 Dodge Building	Julia Doe	3.00	25/25
HUMA 1123	006/10724	M W 10:10am - 11:25am 716 Hamilton Hall	Velia Ivanova	3.00	24/25
HUMA 1123	007/10725	M W 1:10pm - 2:25pm 404 Dodge Building	Mariusz Kozak	3.00	24/25
HUMA 1123	008/10726	M W 1:10pm - 2:25pm 716 Hamilton Hall	Justin Gregg	3.00	25/25
HUMA 1123	009/10727	M W 2:40pm - 3:55pm 404 Dodge Building	Ruth Opara	3.00	24/25
HUMA 1123	010/10728	M W 2:40pm - 3:55pm 405 Dodge Building	Audrey Amsellem	3.00	24/25
HUMA 1123	011/10729	M W 2:40pm - 3:55pm 716 Hamilton Hall	Justin Gregg	3.00	25/25
HUMA 1123	012/10730	M W 4:10pm - 5:25pm 404 Dodge Building	Giuseppe Gerbino	3.00	25/25
HUMA 1123	013/10731	M W 4:10pm - 5:25pm 405 Dodge Building	Audrey Amsellem	3.00	25/25
HUMA 1123	014/10732	M W 4:10pm - 5:25pm 716 Hamilton Hall	Russell O'Rourke	3.00	24/25
HUMA 1123	015/10733	M W 5:40pm - 6:55pm 404 Dodge Building	Cristina Gonzalez Rojo	3.00	25/25
HUMA 1123	016/10734	M W 5:40pm - 6:55pm 405 Dodge Building	Manuel Garcia Orozco	3.00	24/25
HUMA 1123	017/10735	M W 5:40pm - 6:55pm 716 Hamilton Hall	Russell O'Rourke	3.00	25/25
HUMA 1123	018/10736	T Th 8:40am - 9:55am 404 Dodge Building	Madeleine Turner	3.00	25/25
HUMA 1123	019/10737	T Th 8:40am - 9:55am 405 Dodge Building	Scott Douglass	3.00	25/25
HUMA 1123	020/10738	T Th 8:40am - 9:55am 716 Hamilton Hall	Nandini Banerjee- Datta	3.00	25/25
HUMA 1123	021/10739	T Th 10:10am - 11:25am 404 Dodge Building	Madeleine Turner	3.00	25/25
HUMA 1123	022/10740	T Th 10:10am - 11:25am 405 Dodge Building	Walter Frisch	3.00	25/25
HUMA 1123	023/10741	T Th 10:10am - 11:25am 716 Hamilton Hall	Nandini Banerjee- Datta	3.00	25/25
HUMA 1123	024/10742	T Th 11:40am - 12:55pm 405 Dodge Building	Knar Abrahamyan	3.00	25/25
HUMA 1123	025/10743	T Th 1:10pm - 2:25pm 404 Dodge Building	Christopher Washburne	3.00	25/25
HUMA 1123	026/10744	T Th 1:10pm - 2:25pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	22/25
HUMA 1123	027/10745	T Th 2:40pm - 3:55pm 404 Dodge Building	Joshua Navon	3.00	25/25
HUMA 1123	028/10746	T Th 2:40pm - 3:55pm 405 Dodge Building	Hannah Kendall	3.00	24/25
HUMA 1123	029/10747	T Th 2:40pm - 3:55pm 716 Hamilton Hall	Gabrielle Ferrari	3.00	25/25
HUMA 1123	030/10748	T Th 4:10pm - 5:25pm 404 Dodge Building	Sasha Oster	3.00	25/25
HUMA 1123	031/10749	T Th 4:10pm - 5:25pm 405 Dodge Building	Hannah Kendall	3.00	23/25
HUMA 1123	032/10750	T Th 4:10pm - 5:25pm 716 Hamilton Hall	Phoenix Collins- Sadriyoun	3.00	24/25
HUMA 1123	033/10751	T Th 5:40pm - 6:55pm 404 Dodge Building	Marilyn McCoy	3.00	24/25
HUMA 1123	034/10752	T Th 5:40pm - 6:55pm 405 Dodge Building	David Farrow	3.00	24/25

MUSI UN1312 INTRODUCTORY EAR-TRAINING. 1.00 point.

This course is an introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfege recitation, and sight-singing simple melodies

Spring 2025: MUSI UN1312

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 1312	001/10827	M W 12:10pm - 1:00pm 404 Dodge Building	Mary Asti	1.00	10/14

MUSI UN1518 KEYBOARD HARMONY/MUSICIANSHIP. 1.00 point.

Prerequisites: Instructor Permission

Prerequisites: Instructor Permission This course is only open to Music Theory students who did not pass the piano proficiency exam. Sign up in 109 Dodge

MPP UN1521 UNIVERSITY ORCHESTRA I. 2.00 points.

Founded by composer Edward MacDowell in 1896, the Columbia University Orchestra is the oldest continually operating university orchestra in the United States. The principal mission of the Orchestra is to expose talented student musicians to the highest level of orchestral repertoire. An audition is required.

Spring 2025: MPP UN1521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1521	001/10927	T 6:30pm - 9:30pm Room TBA	Jeffrey Milarsky	2.00	70/100

Fall 2025: MPP UN1521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1521	001/10761	T 6:30pm - 9:30pm Room TBA	Jeffrey Milarsky	2.00	77/100

MPP UN1531 CHAMBER ENSEMBLE. 1.00 point.

The Music Performance Program (MPP) offers students the opportunity to participate in various classical ensembles and study with some of the most renowned chamber musicians in New York City. An audition is required.

Spring 2025: MPP UN1531

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1531	005/13373		Reiko Uchida	1.00	0/25
MPP 1531	006/12023		Sarah Adams	1.00	8/25
MPP 1531	007/12025		Eliot Bailen	1.00	6/25
MPP 1531	008/13374		Allen Blustine	1.00	0/25
MPP 1531	009/13375		Vicki Bodner	1.00	0/25
MPP 1531	010/12031		Patrick Jee	1.00	4/25
MPP 1531	011/12032		Maja Cerar	1.00	3/25
MPP 1531	013/13376		June Han	1.00	0/25
MPP 1531	014/12035		Sue Anne Kahn	1.00	2/25
MPP 1531	015/12037		Amadi Azikiwe	1.00	2/25
MPP 1531	016/12038		Muneko Otani	1.00	17/25
MPP 1531	017/12040		Susan Palma-Nidel	1.00	4/25
MPP 1531	018/12041		Richard Rood	1.00	6/25
MPP 1531	019/12042		Susan Rotholz	1.00	2/25
MPP 1531	023/13481		Gwendolyn Krosnick	1.00	0/25

Fall 2025: MPP UN1531

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1531	003/15401		Ian Sullivan	1.00	0/25
MPP 1531	005/15402		Reiko Uchida	1.00	0/25
MPP 1531	006/11075		Sarah Adams	1.00	9/25
MPP 1531	007/11076		Eliot Bailen	1.00	11/25
MPP 1531	008/11077		Allen Blustine	1.00	3/25
MPP 1531	009/15403		Vicki Bodner	1.00	0/25
MPP 1531	010/11078		Patrick Jee	1.00	3/25
MPP 1531	011/11079		Maja Cerar	1.00	6/25
MPP 1531	012/15404		Cyrus Beroukheim	1.00	0/25
MPP 1531	013/15405		June Han	1.00	0/25
MPP 1531	014/11080		Sue Anne Kahn	1.00	3/25
MPP 1531	016/11081		Muneko Otani	1.00	22/25
MPP 1531	017/11082		Susan Palma-Nidel	1.00	3/25
MPP 1531	018/11083		Richard Rood	1.00	3/25
MPP 1531	019/11084		Susan Rotholz	1.00	3/25
MPP 1531	020/15406		Jessica Thompson	1.00	0/25
MPP 1531	021/15407		Brad Gemeinhardt	1.00	0/25
MPP 1531	022/15408		James Wilson	1.00	0/25
MPP 1531	023/20258		Gwendolyn Krosnick	1.00	3/25
MPP 1531	024/15409		Mirna Lekic	1.00	0/25

MPP UN1541 COLUMBIA UNIV JAZZ ENSEMBL. 1.00 point.

The Louis Armstrong Jazz Performance Program in the Music Performance Program (MPP) offers students the opportunity to participate in various jazz ensembles, both large and small, instrumental and vocal, that cover a wide range of musical ensembles. All ensembles perform at an intermediate level or higher and require some past jazz experience.

Spring 2025: MPP UN1541

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1541	001/12066		Christine Correa	1.00	14/25
MPP 1541	002/13482		Victor Lin	1.00	0/25
MPP 1541	003/12076		Leo Traversa	1.00	2/25
MPP 1541	004/12080		Vince Cherico	1.00	7/25
MPP 1541	005/12085		Victor Lin	1.00	7/25
MPP 1541	006/13483		Ole Mathisen	1.00	0/25
MPP 1541	007/12098		Ole Mathisen	1.00	5/25
MPP 1541	008/12102		Paul Bollenback	1.00	4/25
MPP 1541	009/12109		Don Sickler	1.00	11/25
MPP 1541	010/13484		Don Sickler	1.00	0/25
MPP 1541	011/12117		John David Gibson	1.00	6/25

Fall 2025: MPP UN1541

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1541	001/11085		Christine Correa	1.00	15/25
MPP 1541	002/15400		Victor Lin	1.00	0/25
MPP 1541	003/11877		Leo Traversa	1.00	4/25
MPP 1541	004/11878		Vince Cherico	1.00	7/25
MPP 1541	005/11879		Victor Lin	1.00	12/25
MPP 1541	006/15399		Ole Mathisen	1.00	3/25
MPP 1541	007/11880		Ole Mathisen	1.00	1/25
MPP 1541	008/11881		Paul Bollenback	1.00	4/25
MPP 1541	009/11882		Don Sickler	1.00	9/25
MPP 1541	010/15398		Don Sickler	1.00	0/25
MPP 1541	011/11883		John David Gibson	1.00	9/10
MPP 1541	012/20317		Gabriel Guerrero	1.00	5/7

MPP UN1551 WORLD MUSIC ENSEMBLE. 1.00 point.

In collaboration with the Center for Ethnomusicology, MESAAS, Institute for Medieval Japanese Studies and the Louis Armstrong Jazz Performance Program, the Music Performance Program (MPP) offers students the opportunity to participate in various world music ensembles: Arab Music, Bluegrass, Japanese Gagaku/Hogaku, Klezmer and Latin American Music. Each ensemble requires different levels of experience, so please refer to the World Music section of the Music Performance Program website for more info. Please note the Latin American Music Ensemble focuses on two different Latin music traditions: The Afro-Cuban Ensemble meets in the Fall and the Brazilian Ensemble meets in the Spring.

Spring 2025: MPP UN1551

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1551	001/12134		James Kerr	1.00	6/25
MPP 1551	002/12137		Alicia Lindsey	1.00	7/25
MPP 1551	003/12140		Adam Robinson	1.00	2/25
MPP 1551	004/12143		Yumi Kurosawa	1.00	5/25
MPP 1551	005/12192		Jeff Warschauer	1.00	6/25
MPP 1551	006/12197		Vince Cherico, Leo Traversa	1.00	14/25
MPP 1551	007/12205	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	19/18

Fall 2025: MPP UN1551

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MPP 1551	001/11884		Hilary Hawke	1.00	3/25
MPP 1551	002/11885		Alicia Lindsey	1.00	3/25
MPP 1551	003/11886		Adam Robinson	1.00	1/25
MPP 1551	004/11887		Yumi Kurosawa	1.00	7/25
MPP 1551	005/11888		Jeff Warschauer	1.00	3/25
MPP 1551	006/11889		Vince Cherico, Leo Traversa	1.00	14/25
MPP 1551	007/12893	Th 5:00pm - 7:00pm 814 Dodge Building	Taoufik Ben-Amor	1.00	12/18

MUSI UN2010 ROCK. 3.00 points.

How did Elvis become the “King of Rock’n’Roll” instead of, for example, Chuck Berry? Who are LaVern Baker, Sister Rosetta Tharpe, and Etta James and what do they have to do with rock and roll? Why and how did “rock and roll” become “rock”? What are the relationships among rock, rhythm and blues, soul, and funk? What do classical music composers such as J.S. Bach, Modest Mussorgsky, and Philip Glass have to do with rock? How many times has rock “died”? What is rock music’s relevance both historically and today? This course will introduce you to popular music studies, a field of inquiry that draws scholars from a number of different disciplines, including musicology, sociology, philosophy, anthropology and literature. Examining rock music in an interdisciplinary way has opened the genre to increasing attention beyond musicological methodologies and assumptions. First, however, we must ask some fundamental questions: for instance, what, exactly, is popular music as well as, importantly, what differentiates rock music from other genres? Our definitions will reveal some of the assumptions we bring to any discussion of popular music. Throughout this semester, we will question our assumptions about rock music culture through an investigation into a series of keywords. Each keyword will focus our attention on various aspects of rock music in order to think through the complexities of what might, on the surface, seem self-evident. Terms such as “genre” or “the everyday” will be examined to help us gain critical analytical tools with which to assess various rock music productions, artists, and processes

MUSI UN2020 SALSA, SOCA # REGGAE. 3.00 points.

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 UN2021 MUSIC IN CONTEMP NATIVE AMER. 3.00 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 UN2023 BEETHOVEN. 3.00 points.

Prerequisites: *HUMA W1123* or the equivalent.

A study of the life and works of Ludwig van Beethoven, with emphasis on selected symphonies, string quartets, and piano sonatas. Also consider the changing nature of the critical reception of Beethoven and issues of classicism and romanticism in music.

MUSI UN2025 THE OPERA. 3.00 points.

Prerequisites: *HUMA W1123* or the equivalent.

The development of opera from Monteverdi to the present. IN FALL 2011, THE OPERA WILL BE OFFERED MON/WED 2:40-3:55 in 622 DODGE.

MUSI UN2030 JEWISH MUSIC IN NEW YORK. 3.00 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 hazzanut to hip-hop. 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 2025: MUSI UN2030

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2030	001/10772	M W 11:40am - 12:55pm 716 Hamilton Hall	Tina Fruehauf	3.00	7/25
MUSI 2030	AU1/19778	M W 11:40am - 12:55pm Othr Other	Tina Fruehauf	3.00	3/2

JWST UN2155 Music, Sound, and Antisemitism. 3.00 points.

From the Middle Ages to the present, individuals involved in making and writing about music, have engaged in behaviors, creations, and discourses steeped in hatred of Jews. This course examines the various ways in which these individuals have used music to perform and inscribe, symbolize, describe, and editorialize antisemitism. In so doing, it focuses on musicking—a term that encompasses all musical activity from composing to performing to listening—in the realms of art music, popular music, and non-Western traditions, as well as of genres that synthesize different styles. It also draws on sound, including language and speech as well as writings such as Wagner’s *Judenthum in der Musik* (1848–50/69) and Carl Engel’s *The Music of the Most Ancient Nations* (1864). All of these will serve as a window through which to address the types of Jew-hatred that have become known since the mid-nineteenth century as antisemitism—religious, national and ethnic, political, populist, economic, and institutional—as well as hate speech or “hate talk” and the Jewish responses to it. A basic familiarity with music is helpful for this course, but it is not required as long as there is an openness to listening to music and a commitment to basic aural analysis. You do not need to know Jewish history to take this class, nor do you need to be able to read music. Translations will be provided, and musical analysis will be well explained. Suggested prerequisites: Music Humanities (Columbia University) or An Introduction to Music (Barnard)

MUSI UN2205 INTRODUCTION TO DIGITAL MUSIC. 3.00 points.

Prerequisites: *HUMA W1123* or the equivalent, and the instructor's permission.

An introduction to the potential of digital sound synthesis and signal processing. Teaches proficiency in elementary and advanced digital audio techniques. This course aims to challenge some of the tacet assumptions about music that are built into the design of various user interfaces and hardware and fosters a creative approach to using digital audio workstation software and equipment. Permission of Instructor required to enroll. Music Majors have priority for enrollment

Spring 2025: MUSI UN2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205	001/11755	M W 10:10am - 11:25am 320h Prentis Hall	Anna Meadors	3.00	17/16
MUSI 2205	002/11758	T Th 1:10pm - 2:25pm 320h Prentis Hall	Nina Fukuoka	3.00	14/16
MUSI 2205	003/11750	F 1:10pm - 4:00pm 320h Prentis Hall	Danielle Dobkin	3.00	16/16

Fall 2025: MUSI UN2205

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2205	001/10773	T Th 10:10am - 11:25am 320h Prentis Hall	Anna Meadors	3.00	17/18
MUSI 2205	002/10774	M W 10:10am - 11:25am 320h Prentis Hall	Thomas Morrison	3.00	16/18

MUSI UN2230 History and Practice of Electronic Music. 3.00 points.

This course will provide a critical survey of the development of electronic and computer music and sound from around the globe. From early experiments and precursors in the late 19th century through to modern-day experimental and popular music practices, this course aims to trace the development of technologies used in the production of electronic and computer derived sound and music alongside the economic, cultural, and social forces that contribute to the development of audiences. The course will focus intently on listening through a series of curated playlists in an effort to unpack style and genre distinctions. Readings and listening examples will be paired with small, hands-on assignments, that demonstrate the effect of music making tools on the process and structure of musical genres and styles ranging from the experimental practices of musique concrete, drone, and harsh noise to the mainstream practices of dub, techno, vaporwave, hyperpop, and hip hop and more

Fall 2025: MUSI UN2230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2230	001/10777	M W 10:10am - 11:25am 330 Uris Hall	Seth Cluett	3.00	52/60

MUSI UN2240 The Song Within Us: Composition, Analysis, Performance. 3.00 points.

This class offers insight through composing, analysis, and performance for the composer, singer/songwriter, and performance artist. Coupling specifics of rhythm, melody, and harmony with story telling, lyric writing and the voice itself, students will be encouraged to share their imagination in song regardless of style, genre, or aesthetic. Music ranging from Chant to Music Theatre, the German lied to international pop fusion will be included as models upon which to base discussion and creative endeavor. Improvisation and musicianship techniques will complement pedagogical presentations of tonal and non-tonal compositional practice. A required final project based on any combination of composition, analysis, and performance, and in any media will be due at the end of the semester. All levels of experience and all types of instruments are welcome. Notation software is recommended but not required

Fall 2025: MUSI UN2240

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2240	001/10778	T Th 1:10pm - 2:25pm 404 Dodge Building	Peter Susser	3.00	19/20
MUSI 2240	AU1/19780	T Th 1:10pm - 2:25pm Othr Other	Peter Susser	3.00	5/4

MUSI UN2314 EAR-TRAINING I. 1.00 point.

Designed to improve the students basic skills in sight-singing, and rhythmic and melodic dictation with an introduction to four-part harmonic dictation

Spring 2025: MUSI UN2314

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2314	001/10828	T Th 12:10pm - 1:00pm 404 Dodge Building	Mary Asti	1.00	9/14

MUSI UN2315 EAR-TRAINING II. 1.00 point.

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter with strong emphasis on harmonic dictation

Spring 2025: MUSI UN2315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2315	001/10829	M W 12:10pm - 1:00pm 405 Dodge Building	Sadie Dawkins	1.00	7/14
MUSI 2315	002/10830	T Th 12:10pm - 1:00pm 716 Hamilton Hall	Sadie Dawkins	1.00	8/14

MUSI UN2318 MUSIC THEORY I. 3.00 points.

Prerequisites: *MUSI V1002* or the equivalent, as well as placement exam administered in the first class meeting every semester the course is offered. (Through Spring 2014, this course was entitled Diatonic Harmony and Counterpoint I.)

Elementary analysis and composition in a variety of modal and tonal idioms

Spring 2025: MUSI UN2318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/11316	M W 1:10pm - 2:25pm 405 Dodge Building	Cheng Lim	3.00	18/20

Fall 2025: MUSI UN2318

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2318	001/10780	T Th 1:10pm - 2:25pm 405 Dodge Building	Galen DeGraf	3.00	8/20

MUSI UN2319 MUSIC THEORY II. 3.00 points.Prerequisites: *MUSI V2318*.

Elementary analysis and composition in a variety of tonal idioms

Spring 2025: MUSI UN2319

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/11317	T Th 1:10pm - 2:25pm 405 Dodge Building	Knar Abrahamyan	3.00	9/20

Fall 2025: MUSI UN2319

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2319	001/10781	M W 1:10pm - 2:25pm 405 Dodge Building	Galen DeGraf	3.00	16/20

MUSI UN2320 Introduction to Music Cognition. 3.00 points.

The aim of music cognition is to understand the musical mind.

This course is an introduction to a variety of key topics in this field, including human development, evolution, neural processing, embodied knowledge, memory and anticipation, cross-cultural perspectives, and emotions. The course explores recent research on these topics, as well as ways in which this research can be applied to music scholarship.

Readings are drawn from fields as diverse as music theory, psychology, biology, anthropology, and neuroscience, and include general works in cognitive science, theoretical work focused on specific musical issues, and reports of empirical research

Fall 2025: MUSI UN2320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2320	001/15048	M W 10:10am - 11:25am 814 Dodge Building	Mariusz Kozak	3.00	18/21

MUSI UN2351 Musicianship: Rhythm. 1.00 point.

In this course, students at all levels of experience and musical interest will participate in solo and group activities and projects with a focus on musical beat, meter, and rhythm patterns, developing a sense of steady and changing tempo, and an understanding how rhythm contributes to style in music. Rhythmic articulation, nuance, and interpretation will be developed through the impact of agogic, metric, tonal, and dynamic accent. This course combines the standards of conservatory musicianship with standards of critical thinking, here represented as critical listening. The repertoire for Musicianship: Rhythm covers vocal and instrumental music, and is open to classical, pop, jazz, folk, music theatre, computer, and international music styles and genres

Fall 2025: MUSI UN2351

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2351	001/10782	M W 12:05pm - 12:55pm 405 Dodge Building	Peter Susser	1.00	14/14
MUSI 2351	002/10783	T Th 12:05pm - 12:55pm 405 Dodge Building	Michael Joviala	1.00	5/14

MUSI UN2352 Musicianship: Melody. 1.00 point.

In this course, students at all levels of experience and musical interest will participate in solo and group activities and projects with a focus on scales, intervals, melodic contour and phrasing, and how they contribute to style in music. The repertoire for Musicianship: Melody covers vocal and instrumental music, and is open to classical, pop, jazz, folk, music theatre, computer, and international music styles and genres

Fall 2025: MUSI UN2352

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2352	001/10785	M W 12:05pm - 12:55pm 814 Dodge Building	Ramin Amir Arjomand	1.00	14/14
MUSI 2352	002/10786	T Th 12:05pm - 12:55pm 814 Dodge Building	Mary Asti	1.00	12/14

MUSI UN2353 Musicianship: Harmony. 1.00 point.

In this course, students at all levels of experience and musical interest will examine the phenomenon of simultaneous sound with chords and chord progressions, and experience harmony's impact on musical structure and style. Harmonic articulation, nuance, and interpretation will be developed through the exploration of agogic, metric, tonal, and dynamic accent. The repertoire for Musicianship: Harmony covers vocal and instrumental music, and is open to classical, pop, jazz, folk, music theatre, computer, and international music styles and genres

Fall 2025: MUSI UN2353

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2353	001/11328	T Th 12:05pm - 12:55pm 404 Dodge Building	Peter Susser	1.00	13/14

MUSI UN2500 WOMEN AND MUSIC. 3.00 points.

This course explores the relationship between women, music, and performance from a thematic and a cross-cultural perspective. Through the analysis of different case studies, we will investigate different topics from the perspective of ethnomusicology, cultural anthropology, and performance studies. A number of critical questions we will consider include: how does a particular gender ideology constructs and is constructed by musical aesthetics? What are some of the critical roles for women in performance? What is the significance of gender in performances? What does it mean for women to have have and to be the voice? And how is a musical performance bound up with emotions?

Spring 2025: MUSI UN2500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 2500	001/11761	M W 8:40am - 9:55am 622 Dodge Building	Alessandra Ciucci	3.00	10/24
MUSI 2500	AU1/20315	M W 8:40am - 9:55am Othr Other	Alessandra Ciucci	3.00	3/3

MUSI UN2582 JAZZ IMPROVISTN:THRY,HIST,PRAC. 3.00 points.

This course offers an introduction to jazz improvisation for instrumentalists. Through recordings, transcriptions, daily performance and selected readings, students will actively engage the history of jazz through their instruments and intellect. The idea of improvisation will be explored in an historical context, both as a musical phenomenon with its attendant theory and mechanics, and as a trope of American history and aesthetics. This class is for instrumentalists who wish to deepen their understanding of the theory, history and practice of jazz improvisation. The history of jazz will be used as a prism through which to view approaches to improvisation, from the cadences of the early Blues through the abstractions of Free Jazz and beyond. The student will be exposed to the theory and vocabularies of various jazz idioms, which they will also learn to place in their social and historical contexts

MUSI UN3023 LATE BEETHOVEN. 3.00 points.

Prerequisites: MUSI UN2318-UN2319

Beethoven's visionary late style emerged during a period of devastating personal crises. His "heroic decade," the era of Napoleon, was over. But Beethoven's music had always included the visionary, the difficult, the personal. What made the late music different? In this course we will use a variety of approaches to Beethoven's late works (especially the last three piano sonatas, the Ninth Symphony, the Missa Solemnis, the Diabelli variations, and the last six string quartets) in order to consider issues of lateness and late style; irony, humor, memory and melancholy; the roles of patronage, commerce, and performance; critical reception; and posthumous Beethoven

MUSI UN3036 SCHUBERT'S ROMANTIC CYCLES. 3.00 points.

MUSI UN3103 Afrofuturism and Society: Music, Media, and Race. 3.00 points.

An aesthetic, perspective, and practice, Afrofuturism places Afro-diasporic peoples at the center of science-fiction and speculative narratives, affording Black people narrative agency over their past, present, and future. Afrofuturism exists as an essential site for the interrogation and celebration of Black life, while also serving as a thoughtful critique of anti-Black sentiments and white supremacy. This course will familiarize students with the historical underpinnings, contexts, and both seminal and contemporary works that are a part of the movement and which situate Afrofuturism as part of a larger socio-cultural discourse on race, creativity, and activism. We will be discussing Afrofuturism's historical and socio-cultural positionality, but will also ask: in the midst of global anti-Blackness, the post-Trump era, a pandemic, and the era of Black Lives Matter, where does Afrofuturism fit in the existing discourse?

MUSI UN3127 BACH'S SACRED MUSIC. 3.00 points.

Bach's sacred music in its historical, theological, and social context

MUSI UN3128 History of Western Music: Middle Ages to Baroque. 3.00 points.

Prerequisites: *MUSI V2318-V2319*. May be taken before or concurrently with this course.

Topics in western music from Antiquity through Bach and Handel, focusing on the development of musical style and thought, and analysis of selected works. Pre-req: Music Theory II or permission of instructor

Fall 2025: MUSI UN3128

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3128	001/12917	T Th 2:40pm - 3:55pm 622 Dodge Building	Russell O'Rourke	3.00	11/35

MUSI UN3129 History of Western Music: Classical Era to 20th Century. 3.00 points.

Prerequisites: *MUSI V2318-2319*. May be taken before or concurrently with this course.

Topics in western music from the Classical Era to the 20th Century, focusing on the development of musical style and thought, and on analysis of selected works. Pre-req: Music Theory II or permission of instructor

Spring 2025: MUSI UN3129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3129	001/10946	T Th 2:40pm - 3:55pm 622 Dodge Building	Elaine Sisman	3.00	19/35

MUSI UN3168 THE AMERICAN MUSICAL. 3.00 points.

Prerequisites: reading ability of music and some theoretical knowledge is required. Musical theater is one of Americas most vital and important art form. Several of its major creators studied at Columbia, including Richard Rodgers, Lorenz Hart, Oscar Hammerstein II, John Kander, and Fred Ebb. This course will present a historical survey of American musical theater from its origins in late nineteenth-century; through the musicals of figures like Kern, Gershwin, and Rodgers - Hammerstein; through Sondheim and the megamusical of Lloyd Webber. Focus will be on selected shows, through which broader cultural and musical trends will be examined

MUSI UN3171 PARIS FOR ROMANTICS. 3.00 points.

Prerequisites: Completion of Music Humanities (or the consent of the instructor) is a pre-requisite for this course.

Prerequisites: Completion of Music Humanities (or the consent of the instructor) is a pre-requisite for this course. This course explores Parisian musical life during the long nineteenth century, situating musical discourses, institutions, and forms within the broader landscapes of literary and artistic Romanticism. Topics to be considered include: the musical echoes of the Revolution; operatic genres and theaters; the music of the salons; cultures of consumerism and domestic performance; and issues of nationalism and historicism after 1870. Composers to be considered include: Berlioz, Chopin, Liszt, Gounod, Saint-Saëns, Franck, Massenet, and Debussy. Completion of Music Humanities (or the consent of the instructor) is a pre-requisite for this course.

Spring 2025: MUSI UN3171

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3171	001/11762	M W 2:40pm - 3:55pm 622 Dodge Building	Julia Doe	3.00	11/15

MUSI UN3210 Chopin, Pianos, Revolutions. 3.00 points.

This seminar offers a survey of the music by Fryderyk Chopin, examining his output in historical, geopolitical, and cultural context. Organized by genre, the study will be accompanied by the discussion of music as performance, using legendary recordings, and live in-class demonstrations. Through guided listening, analysis of the written score, and reading assignments, students will obtain tools to discuss topics related to the piano (the development of which will be an integral part of the course), comparative performance, interpretation, and performance practice. Since student performances will be an important component of the course, members of the Music Performance Program receive registration priority

MUSI UN3213 Bach Interpretation for Performers. 3.00 points.

This course will explore the music of Johann Sebastian Bach from the perspective of performance. Attention will be given to Baroque dance forms and the social significance of dance in the 18th century, the art of rhetoric as a driving force for convincing delivery, an exploration of period instruments, and the study of elements of style such as articulation and ornamentation. The course consists of lectures, discussions, guided listening, score analysis, reading assignments, and performance projects. Aside from Bach's scores, we will examine three key 17th- and 18th-century vocal and instrumental treatises, and a wide array of literature on rhetorical style and performance practice. Upon successful completion of the course, students will gain a deeper understanding of interpreting the music of J.S. Bach and Baroque music in general, both as listeners and as performers

MUSI UN3239 Undergraduate Composition. 3.00 points.

This course provides an immersive experience in music composition, focusing on both practical and theoretical aspects within a given instrumentation. Please refer to the topic for the instrumentation for this semester's course. This class is open to students with no prior experience in composition. Students of varying music backgrounds are welcome. Permission of the instructor may be required for enrollment. The class will explore a variety of compositional approaches, including traditional, experimental, and interdisciplinary methods. During the semester, students will complete several creative and theoretical exercises ranging from short composition projects to analytical responses to diverse works. Students will also engage in individual and group feedback sessions as well as in-class readings of selected compositional projects by the performers. The final project will be an original work between 5 and 7 minutes, which will be workshoped, rehearsed, performed in a public concert, and recorded by professional musicians towards the end of the term

Spring 2025: MUSI UN3239

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3239	001/10754	M W 10:10am - 11:25am 620 Dodge Building	Marcos Balter	3.00	11/12

Fall 2025: MUSI UN3239

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3239	001/10790	M W 10:10am - 11:25am 620 Dodge Building	Suzanne Farrin	3.00	9/12
MUSI 3239	AU1/19784	M W 10:10am - 11:25am Othr Other	Suzanne Farrin	3.00	2/2

MUSI UN3241 ADVANCED COMPOSITION I. 3.00 points.

Composition Faculty

Prerequisites: *MUSI V3310* or the instructor's permission. Composition in more extended forms. Study of advanced techniques of contemporary composition. Readings of student works

MUSI UN3310 TECHNIQUES OF 20TH CENTURY MUSIC. 3.00 points.

Prerequisites: *MUSI V3322* or the instructor's permission. Materials, styles, and techniques of 20th and 21st century music. Musical concepts and compositional techniques related to serialism and atonality, timbre, orchestration, indeterminacy, rhythm and temporality, electronic and electro-acoustic music, site-specific composition, graphic notation, recomposition, minimalism, and spectralism

MUSI UN3316 EAR-TRAINING III. 1.00 point.

Sight-singing techniques of modulating diatonic melodies in simple, compound, or irregular meters that involve complex rhythmic patterns. Emphasis is placed on four-part harmonic dictation of modulating phrases

Spring 2025: MUSI UN3316

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3316	001/10831	M W 12:10pm - 1:00pm 814 Dodge Building	Ramin Amir Arjomand	1.00	6/14

MUSI UN3317 EAR-TRAINING IV. 1.00 point.

Techniques of musicianship at the intermediate level, stressing the importance of musical nuances in sight-singing. Emphasis is placed on chromatically inflected four-part harmonic dictation

Spring 2025: MUSI UN3317

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3317	001/10832	T Th 12:10pm - 1:00pm 814 Dodge Building	Michael Joviala	1.00	4/14

AHMM UN3320 MUSIC IN EAST ASIA. 3.00 points.

A topical approach to the concepts and practices of music in relation to other arts in the development of Asian civilizations

Spring 2025: AHMM UN3320

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3320	001/10799	M W 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	27/25
AHMM 3320	002/10803	M W 5:40pm - 6:55pm 622 Dodge Building	George Murer	3.00	27/25
AHMM 3320	003/10804	T Th 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	29/25
AHMM 3320	004/10805	T Th 5:40pm - 6:55pm 622 Dodge Building	Kathryn Cooke	3.00	27/25

AHMM UN3321 MUSICS OF INDIA # WEST ASIA. 3.00 points.

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

Fall 2025: AHMM UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHMM 3321	001/10756	M W 10:10am - 11:25am 622 Dodge Building	Thomas Wetmore	3.00	24/25
AHMM 3321	002/10757	M W 8:40am - 9:55am 622 Dodge Building	Gabriel Lavin	3.00	25/25
AHMM 3321	003/10758	T Th 10:10am - 11:25am 622 Dodge Building	Nandini Banerjee-Datta	3.00	25/25
AHMM 3321	004/10759	T Th 5:40pm - 6:55pm 622 Dodge Building	Nina Fukuoka	3.00	23/25

MUSI UN3321 MUSIC THEORY III. 3.00 points.

A one-hour weekly lab is required, to be scheduled at the beginning of the term.

Prerequisites: *MUSI V2319*.

Intermediate analysis and composition in a variety of tonal idioms

Spring 2025: MUSI UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/11318	T Th 1:10pm - 2:25pm 622 Dodge Building	Cheng Lim	3.00	9/20

Fall 2025: MUSI UN3321

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3321	001/10787	M W 1:10pm - 2:25pm 622 Dodge Building	Cheng Lim	3.00	7/20

MUSI UN3322 MUSIC THEORY IV. 3.00 points.

Prerequisites: *MUSI V3321*.

Intermediate analysis and composition in a variety of tonal and extended tonal idioms

Spring 2025: MUSI UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/11320	M W 1:10pm - 2:25pm 814 Dodge Building	Calder Hannan	3.00	9/20

Fall 2025: MUSI UN3322

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3322	001/10788	T Th 1:10pm - 2:25pm 622 Dodge Building	Cheng Lim	3.00	6/20

MUSI UN3342 Beyond Boundaries: Radical Black Experimental Music. 3 points.

This discussion seminar focuses on African American composer/improvisers in the twentieth- and twenty-first centuries whose work rejects and critiques simplistic compartmentalization in terms of improvisation, composition, genre, gender, race, and place. On the contrary, these musicians embody Duke Ellington’s famous dictum regarding great music being “beyond category.” Students will critically discuss some of the common threads in this network —musicians’ means of creating and performing their original music, its distribution in the marketplace and surrounding critical discourse, their engagement with issues of race, gender, and class within and outside of their communities, and interdisciplinary and community-based collaboration. Musical communities such encompassed in this course include the Association for the Advancement of Creative Musicians (AACM), Sun Ra’s Arkestra, and the Jazz Composers Guild and extends up to the current day to include contemporary artists such as Nicole Mitchell, Matana Roberts, and Tyshawn Sorey. The incredibly rich multifarious pieces and performances that we will listen to and discuss reference and incorporate elements of improvisation, theatre, twelve-tone serialism, aleatoric composition, bebop, electro-acoustic and computer music,conduction, popular music, the voice, free jazz, Afrofuturism, the blues, orchestral music, opera, and graphic notation

MUSI UN3343 Shades of Brown: Music in the South Asian Diaspora . 3 points.

This course explores the musical world of the South Asian diaspora in Europe and North America. We will read ethnographic accounts of diasporic musics and experiences and develop methods for analysis and interpretation of such accounts, situating the songs of the South Asian diaspora within its broader social history. We will address the concepts of belonging and identity, nostalgia and affect, and the dismantling or upholding of dominant discourses such as gender, race, and caste. Our focus will be on the last half century, although deeper histories will need to be considered. Students will learn to analyze instrumentation and lyrics in various genres and traditions of South Asian music, including both art, folkloric, and popular idioms, and to correlate these with aspects of the social context of diaspora. While the specific focus of the course is on a particular diasporic history, the class will help students understand and think critically about the broader phenomenon of “diaspora” and its cultural dimensions, and through this to engage critically with important aspects of cultural globalization and migration.

Students from all departments are welcome. Reading music not required.

MUSI UN3344 Curating Popular Music: From Song Pluggers to Spotify. 3 points.

How is popular music made popular? And who makes it popular? This discussion-based course seeks to answer these questions by focusing on the critical role that music industry professionals—song pluggers, sheet music publishers, producers, talent scouts, record executives, and content curators—have played in shaping the markets of production, circulation, and consumption of popular music in the United States from the beginning of the twentieth century to the present day. Readings, listening selections, and class discussion will address a number of key genres of American popular music—Tin Pan Alley, folk, blues, country, rock, pop, and hip hop—while individual assignments (including a final project centered on creating and producing a podcast) will allow students to apply the knowledge gained in class to genres, styles, and works of their own choosing. Students will not be required to have prior knowledge of music theory or to be able to read music. Completion of Masterpieces of Western Music: “Music Humanities” (HUMA UN 1123) is preferred, but not required.

MUSI UN3400 TOPICS IN MUSIC # SOCIETY. 3.00 points.
 Music Majors and Concentrators.

This course seeks to approach the study of music and society by comparatively studying repertoires from different parts of the world, how the history of ideas and methods of studying such repertoires shaped them, the practices that constitute them and the ways they are understood and used by different peoples. Central to this course is the interrelationship between the constitution of a repertoire and the history of the construction of knowledge about it.

Spring 2025: MUSI UN3400					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/11772	Th 4:10pm - 6:40pm 620 Dodge Building	Kevin Fellezs	3.00	20/25
Fall 2025: MUSI UN3400					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3400	001/10789	T Th 4:10pm - 5:25pm 622 Dodge Building	Aaron Fox	3.00	28/30

MUSI UN3410 The Polycultural Roots of U.S. Popular Music. 3.00 points.

This course will explore the rich hybrid development of U.S. popular music genres and vernacular music traditions. Focusing on the contributions of Indigenous, Latinx, Asian, and African American musicians and musical traditions in addition to European American musicians and musical traditions, in genres as various as country music, hip hop, jazz, reggaeton, and rock, students will enlarge their sense of the multiracial and crosscultural makeup of the music that constitutes “American popular music.”

MUSI UN3425 Music, Sound and the Law. 3.00 points.

This course is a historical overview of the relationship between music and the law in which students will employ both critical listening skills and critical thinking to understand how sound came to be understood as property, how the law impacts creativity, identity and labor, and how music has been used as a tool for enforcing and challenging legislative and political processes. We will discuss the origins of copyright law in the Enlightenment, how music has been used as a tool of colonization through formation of archives, examples of Native American conceptions of cultural property and modes of repatriation, the birth of the music industry and its segregationist history, how the law impacts creativity through the study of sampling, infringement and extension of rights, the ways in which musicians and listeners subvert legal strictures, how music can influence policy as protest or as propaganda, musical bans, noise ordinances, the relationship between music and the First Amendment, alternatives to copyright law in the digital age, music piracy, and the recent changes in the music industry to focus on data gathering as the primary model for music distribution. Music is our point of departure, and students will learn ways in which sonic practices shaped and challenged legislative paradigms. Our focus is on American musics such as Native American music, blues, country, jazz, rhythm and blues, rock and roll, experimental music, hip hop, pop, as well as some European classical music, “world” music, and EDM. Students will read and analyze legal primary sources such as the Music Modernization Act, as well as landmark court cases, critical legal literature, and musicological texts. Students will learn debate skills, acquire practical knowledge of the law through concepts such as fair use, the public domain and mechanical and performance rights, and develop listening skills to understand legal concepts such as infringement. This course is open to students of all majors and will be of particular interest to musicians, students with plans to pursue a law degree in IP or technology law, as well as those interested in working in the music industry. There are no prerequisites and no previous knowledge of music, music theory, or the law is necessary. Masterpieces of Western Music or Asian Music Humanities are recommended

MUSI UN3995 HONORS RESEARCH. 2.00-3.00 points.

Open to honors candidates in music only.

Prerequisites: a formal proposal to be submitted and approved prior to registration; see the director of undergraduate studies for details.

Prerequisites: a formal proposal to be submitted and approved prior to registration; see the director of undergraduate studies for details. A creative/scholarly project conducted under faculty supervision, leading to completion of an honors essay, composition, or the equivalent

Spring 2025: MUSI UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3995	001/11418		Susan Boynton	2.00-3.00	0/5
MUSI 3995	002/11419		Alessandra Ciucci	2.00-3.00	0/5
MUSI 3995	003/11420		Zosha Di Castri	2.00-3.00	0/5
MUSI 3995	004/11421		Julia Doe	2.00-3.00	1/5
MUSI 3995	005/11422		Joseph Dubiel	2.00-3.00	1/5
MUSI 3995	006/11423		Kevin Fellezs	2.00-3.00	1/5
MUSI 3995	007/11424		Aaron Fox	2.00-3.00	2/5
MUSI 3995	008/11425		Walter Frisch	2.00-3.00	0/5
MUSI 3995	009/11426		Bradford Garton	2.00-3.00	0/5
MUSI 3995	010/11427		Giuseppe Gerbino	2.00-3.00	0/5
MUSI 3995	011/11428		Georg Friedrich Haas	2.00-3.00	0/5
MUSI 3995	012/11429		Marcos Balter	2.00-3.00	0/5
MUSI 3995	013/11430		Mariusz Kozak	2.00-3.00	1/5
MUSI 3995	014/11431		George Lewis	2.00-3.00	0/5
MUSI 3995	015/11432		Jeffrey Milarsky	2.00-3.00	0/5
MUSI 3995	016/11433		Seth Cluett	2.00-3.00	0/5
MUSI 3995	017/11434		Elaine Sisman	2.00-3.00	0/5
MUSI 3995	018/11435		Benjamin Steege	2.00-3.00	0/5
MUSI 3995	019/11436		Magdalena Baczewska	2.00-3.00	0/5
MUSI 3995	020/11437		Peter Susser	2.00-3.00	0/5
MUSI 3995	021/11438		Christopher Washburne	2.00-3.00	0/5
MUSI 3995	022/11439		Knar Abrahamyan	2.00-3.00	0/5
MUSI 3995	023/11440		Ruth Opara	2.00-3.00	0/5

Fall 2025: MUSI UN3995

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3995	003/10395		Zosha Di Castri	2.00-3.00	0/5
MUSI 3995	004/10396		Julia Doe	2.00-3.00	0/5
MUSI 3995	006/10398		Kevin Fellezs	2.00-3.00	0/5
MUSI 3995	007/10399		Aaron Fox	2.00-3.00	0/5
MUSI 3995	008/10401		Walter Frisch	2.00-3.00	0/5
MUSI 3995	009/10402		Bradford Garton	2.00-3.00	0/5
MUSI 3995	010/10403		Giuseppe Gerbino	2.00-3.00	0/5
MUSI 3995	011/10404		Georg Friedrich Haas	2.00-3.00	0/5
MUSI 3995	012/10405		Marcos Balter	2.00-3.00	1/5
MUSI 3995	013/10406		Mariusz Kozak	2.00-3.00	0/5
MUSI 3995	014/10407		George Lewis	2.00-3.00	0/5
MUSI 3995	015/10408		Jeffrey Milarsky	2.00-3.00	0/5
MUSI 3995	016/10409		Seth Cluett	2.00-3.00	0/5
MUSI 3995	017/10410		Elaine Sisman	2.00-3.00	0/5
MUSI 3995	018/10411		Benjamin Steege	2.00-3.00	0/5
MUSI 3995	019/10412		Magdalena Baczewska	2.00-3.00	0/5

MUSI UN3998 SUPERVISED INDEPENDENT STUDY. 2.00-3.00 points.

Prerequisites: approval prior to registration; see the director of undergraduate studies for details.

Prerequisites: approval prior to registration; see the director of undergraduate studies for details. A creative/scholarly project conducted under faculty supervision

Spring 2025: MUSI UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3998	001/11463		Susan Boynton	2.00-3.00	0/5
MUSI 3998	002/11464		Alessandra Ciucci	2.00-3.00	0/5
MUSI 3998	003/11465		Zosha Di Castri	2.00-3.00	0/5
MUSI 3998	004/11466		Julia Doe	2.00-3.00	0/5
MUSI 3998	005/11467		Joseph Dubiel	2.00-3.00	0/5
MUSI 3998	006/11468		Aaron Fox	2.00-3.00	0/5
MUSI 3998	007/11470		Kevin Fellezs	2.00-3.00	1/5
MUSI 3998	008/11471		Walter Frisch	2.00-3.00	0/5
MUSI 3998	009/11472		Bradford Garton	2.00-3.00	0/5
MUSI 3998	010/11473		Giuseppe Gerbino	2.00-3.00	0/5
MUSI 3998	011/11477		Georg Friedrich Haas	2.00-3.00	0/5
MUSI 3998	012/11478		Marcos Balter	2.00-3.00	0/5
MUSI 3998	013/11479		Mariusz Kozak	2.00-3.00	0/5
MUSI 3998	014/11480		George Lewis	2.00-3.00	0/5
MUSI 3998	015/11482		Jeffrey Milarsky	2.00-3.00	0/5
MUSI 3998	016/11484		Seth Cluett	2.00-3.00	0/5
MUSI 3998	017/11485		Elaine Sisman	2.00-3.00	0/5
MUSI 3998	018/11486		Benjamin Steege	2.00-3.00	0/5
MUSI 3998	019/11487		Magdalena Baczkowska	2.00-3.00	4/5
MUSI 3998	020/11488		Peter Susser	2.00-3.00	0/5
MUSI 3998	021/11489		Christopher Washburne	2.00-3.00	0/5
MUSI 3998	024/11492		Knar Abrahamyan	2.00-3.00	0/5
MUSI 3998	025/11493		Ruth Opata	2.00-3.00	0/5

Fall 2025: MUSI UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 3998	003/10436		Zosha Di Castri	2.00-3.00	0/5
MUSI 3998	004/10435		Julia Doe	2.00-3.00	0/5
MUSI 3998	006/10434		Aaron Fox	2.00-3.00	2/5
MUSI 3998	007/10433		Kevin Fellezs	2.00-3.00	0/5
MUSI 3998	008/10432		Walter Frisch	2.00-3.00	0/5
MUSI 3998	009/10431		Bradford Garton	2.00-3.00	0/5
MUSI 3998	010/10430		Giuseppe Gerbino	2.00-3.00	0/5
MUSI 3998	011/10429		Georg Friedrich Haas	2.00-3.00	0/5
MUSI 3998	012/10428		Marcos Balter	2.00-3.00	1/5
MUSI 3998	013/10427		Mariusz Kozak	2.00-3.00	0/5
MUSI 3998	014/10426		George Lewis	2.00-3.00	0/5
MUSI 3998	015/10425		Jeffrey Milarsky	2.00-3.00	0/5
MUSI 3998	016/10424		Seth Cluett	2.00-3.00	0/5
MUSI 3998	017/10423		Elaine Sisman	2.00-3.00	0/5
MUSI 3998	018/10422		Benjamin Steege	2.00-3.00	0/5
MUSI 3998	019/10421		Magdalena Baczkowska	2.00-3.00	0/5
MUSI 3998	020/10420		Peter Susser	2.00-3.00	0/5
MUSI 3998	021/10419		Christopher Washburne	2.00-3.00	0/5

MUSI GU4060 MEDIEVAL MUSIC DRAMA. 3.00 points.

In this seminar we will study examples of music drama from the tenth century to the fourteenth, taking into account both the manuscript sources and methodological questions raised by performative works at the intersection of literature, music, and ritual

MUSI GU4108 Critical Approaches to Opera Studies. 3.00 points.

Why opera now? In what ways can a 400-year-old art form speak to the needs of contemporary society? This seminar provides an introduction to critical opera studies: we will analyze a broad range of lyric repertory (spanning from Monteverdi to Saariaho) while interrogating the debates these works have generated, both historically and in the present day. Topics to be considered include: operatic institutions and conventions; gender and voice; theories of “text” and liveness; modernist staging; the troubling legacies of Empire and exoticism; and the intersections of opera and multimedia (opera on/as film, opera in HD, site-specific opera). Wherever possible, this course will incorporate live performance in New York, engaging the Metropolitan Opera as well as institutions for “indie” opera and new music. While completion of Music Humanities is a suggested pre-requisite, this class welcomes interdisciplinary perspectives. Individual assignments may be tailored to accommodate student interests and backgrounds outside of the field of music

MUSI GU4113 Medieval Mediterranean Love Songs. 4.00 points.

This seminar will focus on love poetry in the medieval western Mediterranean. Readings will consist primarily of medieval lyric in Old Occitan, Galician Portuguese, Old French, Italian, and Castilian in conversation with concurrent kindred forms of the lyric in classical Arabic and medieval Hebrew from medieval Iberia and Italy. Most weeks will include listening examples but a background in music is not a prerequisite. All texts will be available in translation; originals will also be made available. We will emphasize close reading and analysis, often addressing the relationship between text and music

MUSI GU4122 SONGS OF THE TROUBADOURS. 4.00 points.

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 oral transmission 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 Introduction to Old Occitan will familiarize students with the language of the texts; one hour a week will be devoted texts using Paden’s book. Students from all departments are welcome

MUSI GU4157 LATE STYLE#EARLY ROMANTICISM. 3.00 points.

Prerequisites: MUSI UN3129

Historians point to the self-conscious awareness of a new age and a new temporality, but also a sense of belatedness, in the decades after the French Revolution of the 1790s. In this course we will study the ideas of lateness and late style across the generational breaks of late Classicism and early Romanticism (1798-1830) represented by Haydn's late oratorios, Beethoven's heroic and post-heroic styles, and Schubert's overlapping private and public concerns during the 1820s. Classes will combine historical, analytical, and hermeneutic perspectives as we study innovative compositions completed under conditions of illness, disability, and cultural estrangement. Schubert completed his last symphony within a year of Beethoven's—both of them “Ninths”—and their final string quartets were written at the same time, but the different fates of these works tell their own story

Fall 2025: MUSI GU4157

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4157	001/10792	W 12:10pm - 2:00pm 620 Dodge Building	Elaine Sisman	3.00	2/15
MUSI 4157	AU1/19786	W 12:10pm - 2:00pm Othr Other	Elaine Sisman	3.00	8/5

MUSI GU4208 Music Production # Studio Composition. 3.00 points.

This course explores the recording studio and Digital Audio Workstations (DAWs) as tools for diverse compositional practices. By exploring a range of recording and editing techniques to craft new musical works beyond the limitations of live performance, this class encourages a seamless blend of composition and music production. Various genres, artists, and techniques that push the boundaries of music recording will be studied, such as Jamaican dub, musique concrète, hyper-pop, jazz fusion, and more. Students will gain hands-on experience with DAWs, exploring tools like effects processing, layering, and spatial placement. They will learn to listen closely to pieces exemplifying these techniques, building a shared analytic vocabulary to describe them. Students will also create original pieces, applying and building on the techniques studied in class, while engaging in constructive feedback with peers

Fall 2025: MUSI GU4208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4208	001/10794	M 1:10pm - 4:00pm 320h Prentiss Hall	Anna Meadors	3.00	9/15

MUSI GU4230 Sounding Alternative Perspectives in Electronic Music. 3.00 points.

In this seminar we will explore examples of electronic music composition and practice as propositions that centered situated perspective and dialogic world-making in the creative space as a means of resistance. We will look at historical and contemporary figures that animated alternative identity articulations, proposed distributed power dynamics, and challenged environmental bifurcations from the grounded and speculative province of music making. We will engage feminist methodologies in our approach, as they uphold the supposition that practice is praxis and scholarship, and support collective learning techniques. Readings in critical theory, musicology, and media studies will support our research as well as practice-based projects. With this seminar we will ask how electronic music functioned(s) as place or form of identity formation and challenge to normative expression. Can electronic music work as an experience that resists patriarchal and/or colonial structures or disciplines? What strategies have been taken that reset or rescript techno-masculinist spaces, tools and practices? And how can we create an analysis method that makes these qualities legible? No in-depth experience with either computers or electronic music is required, though music and sound will be the principle focus of our inquiry. Interdisciplinary methods of critical response and analysis will be explored in this class

MUSI GU4308 Theory and Analysis of Jazz and Improvisation. 3.00 points.

What are the traditional definitions of jazz and how do they apply to improvised music in the twenty-first century? This course aims to communicate reliable methods and processes useful when dissecting and evaluating jazz performances and jazz compositions. Students will engage with traditional and fundamental jazz improvisation theory, then extrapolate new modalities reflective of the music happening today; including categorizing music on gradations from minimally to fully improvisational, tonal to harmonically abstract, rhythmically rigid to free, and sonically acoustic to fully synthesized. The class will explore and differentiate between “new complexity” classical compositions and virtuosic free form improvisation, compare US jazz to versions happening in other countries, and to recognize how world music influences affect improvisational tonal systems and improvisational traits

MUSI GU4325 Topics in Music Cognition. 3.00 points.

This advanced seminar builds on the Introduction to Music Cognition (MUSIC UN2320) with an in-depth inquiry into selected key topics in the field of Music Cognition. Specific topics vary each year, depending on interest and availability of instructors, and include human development; evolution; communication and music's relation to language; embodied knowledge; first-person awareness; metaphor; ineffability; neuroscience; mental representations; memory and anticipation; cross-cultural studies; emotions; musical aesthetics; artificial intelligence; agency; creativity; and music's relation to other art forms. Each semester the course delves into recent research on 3–4 of these topics, focusing in particular on how this research can be applied to questions of musical knowledge. Advanced readings are drawn from fields as diverse as music theory, psychology, biology, anthropology, philosophy, and neuroscience. They include general works in cognitive science, theoretical work focused on specific musical issues, and reports of empirical research

MUSI GU4360 ANALYSIS OF TONAL MUSIC. 3.00 points.

Detailed analysis of selected tonal compositions. This course, for advanced undergraduates and beginning graduates, is intended to develop understanding of tonal compositions and of theoretical concepts that apply to them, through study of specific works in various forms and styles

MUSI GU4380 Topics in Sound Studies. 3.00 points.

Sound studies is a burgeoning interdisciplinary field that explores the question of how does listening to sound, beyond having a phone conversation or listening to your favorite tunes, influence culture, knowledge, and society by initiating dialogues across musicology, philosophy, cultural studies, disability studies, race and gender studies, and science and technology studies. In this course, students will examine three interrelated debates within the field: 1. the role of sound in understanding and uncovering historical and cultural knowledge; 2. the function of sound in the invention of media and technologies that have transformed listening culture; 3. the capacity of sound to shape social perceptions of race and gender. Reading texts that have revolutionized the way we think about sound, students will learn how sound and listening participated in historical and contemporary meaning-making

MUSI GU4407 Songs and Sounds of Protest of Latin America and the Caribbean: Relistening to the 1960s and 1970s. 3.00 points.

This course is a topical (not comprehensive) survey of musical-poetic manifestations from Latin America, the Caribbean and their diasporas that emerged during the 1960s and the 1970s. The course revisits this time period by exploring the contributions of myriad countries among which Puerto Rico, Brazil, Nicaragua, Cuba, Québec, Haiti, Chile, Argentina, Jamaica, Trinidad and Tobago, Martinique/Guadeloupe, and the United States (with a strong emphasis on New York). It analyzes objects and experiences engaged in contesting colonialism, settler colonialism, imperialism, patriarchy, racism, capitalism and Eurocentrism highlighting as well the limits (and limitations) of these radical discourses. Using a decolonial/postcolonial lens and an ethnomusicological approach, the course pays careful attention to the politics of these musics, their historical context and aesthetics, and the social imaginary of those who made them possible

MUSI GU4418 Music and Fashion. 3.00 points.

Fashion has been integral to musical performance practices, and music continues to influence fashion. As a result, specific music genres and practitioners are linked to particular fashion trends and movements that represent their persona and appearance. In various cultures around the world, music and fashion play a significant role in marking identity, as practitioners' cultural heritage impacts the choice of costumes they wear during performances in different spaces and times. Spread through live performances and mass-mediated technology, consumers and fans of these practitioners also adopt and integrate these fashion trends into their everyday styles. This class explores Some of the questions: How does fashion become a visual representation of specific music cultures, subcultures, genres, movements, and artists? How does fashion reflect, influence, inspire, evolve, spread, sustain, represent, affect, and communicate musical ideas? To answer these questions, musical fashion icons such as Beyoncé, Prince, Rihanna, Lady Gaga, and David Bowie, and genres like Hip Hop, rock, Opera, K-pop, Afrobeats, and other global genres are examined through written scholarships, analysis of music performances and costumes, and their appearances in events and everyday life. This class explores how fashion trends influence sounds and vice versa, how they mark identity through music, embody symbolic sounds, and attract music consumers and fans who perpetuate these trends

MUSI GU4420 MUSIC AND PROPERTY. 3.00 points.**MUSI GU4425 SOUNDING ISLAM. 3.00 points.**

The objective of this course is to explore the relationship between sound, music and Islam and, in doing so, to focus on a philosophy of listening (sama') which is deeply embedded in the experiential. The course aims to analyze how sound and music directly or indirectly associated with Islam are produced, circulated, and listened to by a wide variety of audiences in local and transnational settings; to explore the ways in which multiple sonic dimensions of Islam have affected the public sphere in different historical moments and contexts (particular in relation to ideas about nationalism, secularism and modernity); and to examine the effect of these sonic dimensions on Muslim and non-Muslim listeners in a local and a transnational perspective

MUSI GU4450 Music and Global Women. 3.00 points.

This course offers a comparative exploration of women music practitioners from cross-cultural perspectives, examining their music, oral histories, and lived experiences as well as the impact of these experiences on their music-making in a global context. By tracing the journeys and analyzing the music of specific selected women musicians from various regions, the course investigates their participation in art music, traditional music, popular music, and sacred music from women's perspectives. Engaging primarily with their music and interviews, the course particularly examines the comparative roles of women as active creators, performers, sponsors, and consumers of music, highlighting how their lived experiences shape their musical contributions. Students will be introduced to critical concepts for analyzing representations of gender, class, ethnicity, nationalism, race, and globalization in music while exploring these women's sounds, identities, and performances

Fall 2025: MUSI GU4450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4450	001/10795	M 2:10pm - 4:00pm 620 Dodge Building	Ruth Opara	3.00	9/15
MUSI 4450	AU1/19781	M 2:10pm - 4:00pm Othr Other	Ruth Opara	3.00	5/5

MUSI GU4467 POST-1965 JAZZ. 3.00 points.

This course will focus on the developments in jazz after 1965, particularly within its discursive formation as an art movement, a political position, and a cultural force. The course will not follow a chronological survey but will engage various critical issues that jazz has confronted since 1965. These questions focus on the definition and constitution of jazz; the music's relationship to popular culture broadly, particularly with popular music genres; and the nature of contemporary jazz

Fall 2025: MUSI GU4467

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4467	001/10797	W 2:10pm - 4:00pm 620 Dodge Building	Kevin Fellezs	3.00	7/25

MUSI GU4500 JAZZ TRANSCRIPTION # ANALYSIS. 3.00 points.

Prerequisites: the instructors permission. A progressive course in transcribing, proceeding from single lines to full scale sections and ensembles. Stylistic analysis based on new and previously published transcriptions

Fall 2025: MUSI GU4500

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4500	001/11012	M W 4:10pm - 5:25pm 814 Dodge Building	Ole Mathisen	3.00	20/25

MUSI GU4505 JAZZ ARRANGING # COMPOSITION. 3.00 points.

Course designed to train students to arrange and compose in a variety of historical jazz styles, including swing, bebop, hard bop, modal, fusion, Latin, and free jazz.

Spring 2025: MUSI GU4505

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4505	001/10947	M W 4:10pm - 5:25pm 814 Dodge Building	Ole Mathisen	3.00	13/20

MUSI GU4515 CONDUCTING MUSIC. 3.00 points.

Prerequisites: advanced music major and extensive contemporary music background.

Prerequisites: advanced music major and extensive contemporary music background. Analysis of the modern repertoire of contemporary music with directional emphasis on actual conducting preparation, beating patterns, rhythmic notational problems, irregular meters, communication, and transference of musical ideas. Topics will include theoretical writing on 20th-century conducting, orchestration, and phrasing

Spring 2025: MUSI GU4515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4515	001/10928	T Th 1:10pm - 2:25pm 814 Dodge Building	Jeffrey Milarsky	3.00	15/15

MUSI GU4525 INSTRUMENTATION. 3.00 points.

Prerequisites: extensive musical background. Analysis of instrumentation, with directional emphasis on usage, ranges, playing techniques, tone colors, characteristics, interactions and tendencies, all derived from the classic orchestral repertoire. Topics will include theoretical writings on the classical repertoire as well as 20th century instrumentation and its advancement. Additional sessions with live orchestral demonstrations are included as part of the course

Fall 2025: MUSI GU4525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4525	001/11023	T Th 1:10pm - 2:25pm 814 Dodge Building	Jeffrey Milarsky	3.00	7/25

MUSI GU4630 RECORDED SOUND. 3.00 points.

As music moves into the 21st century, we find ourselves surrounded by an ever-evolving landscape of technological capability. The world of music, and the music industry itself, is changing rapidly, and with that change comes the opening – and closing – of doorways of possibility. What does this shift mean for today's practicing artist or composer? With big label recording studios signing and nurturing fewer and fewer artists, it seems certain that, today, musicians who want to record and distribute their music need to be able to do much of the recording and production work on their own. But where does one go to learn how to do this – to learn not only the “how to” part of music production, but the historical underpinnings and the development of the music production industry as well? How does one develop a comprehensive framework within which they can place their own artistic efforts? How does one learn to understand what they hear, re-create what they like and develop their own style? This class, “Recorded Sound,” aims to be the answer. It's goal is to teach artists how to listen critically to music from across history and genres in order to identify the production techniques that they hear, and reproduce those elements using modern technology so they can be incorporated into the artist's own musical works.

Spring 2025: MUSI GU4630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4630	001/11781	T 10:10am - 1:00pm 317 Prentis Hall	Anna Meadors	3.00	12/12

Fall 2025: MUSI GU4630

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4630	002/11025	T 11:40am - 2:30pm 317 Prentis Hall	David Adamczyk	3.00	12/15

MUSI GU4802 Sound, Music and Death. 3 points.

This seminar is an exploration of the roles of sound and music play in people's attempts to grapple with death and its many auras. We will read literature from ethnomusicology, anthropology, and sound studies, and listen to musics from many parts of the world, so as to investigate how 1) the processes of aging, decay, and mourning; 2) metaphorical deaths including war and exile; and 3) imaginations of afterlives resound among the living.

MUSI GU4810 Sound Foundations. 3.00 points.

This foundational course in sounding media will begin by exploring how listening happens as well the tools necessary to capture and present that listening. Through hands-on experimentation and demonstration, this seminar will examine both the technical and semiotic use of sound as a material within creative practice. Fundamental acoustic and electronic principles, studio techniques, and the building blocks of analog and digital processes for the creation of sound will be explored creatively and critically. Through hands-on projects that implement these ideas we will examine critical terms through praxis. We will study theories of sound and listening that determine or are determined by technology, from the physical and social dimensions of the sounds we use to create, language (sound as a symbol or object), acoustics (sound in space), acousmatics (sound without a visual reference), and psycho-acoustics (sound as cognitive process). This class assumes no prior knowledge or technical skill. Readings will be assigned and we will look and listen to a lot of work, all of which will generate material to engage actively in discussions

Fall 2025: MUSI GU4810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4810	001/13301	T 2:10pm - 4:00pm 320h Prentis Hall	Seth Cluett	3.00	15/15

MUSI GU4998 SUPERVISED INDEPENDENT STUDY. 1.00-3.00 points.

Spring 2025: MUSI GU4998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4998	001/11469		Seth Cluett	1.00-3.00	0/5

Fall 2025: MUSI GU4998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MUSI 4998	001/10437		Seth Cluett	1.00-3.00	0/5
MUSI 4998	004/14646		Georg Friedrich Haas	1.00-3.00	1/1

There are currently no cross-listed courses for your department.

Neuroscience & Behavior

415P Milbank
212-851-9943

Department Administrator: Michele Miozzo (mmiozzo@barnard.edu)

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.

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.

Programs of Study

Barnard Neuroscience and Behavior department offers a major. The major requirements are listed on the [department website](#).

Student Advising

Advising Resources

- The [department website](#) provides a comprehensive and detailed overview of the Neuroscience and Behavior major as well as of the neuroscience courses available to Barnard students. The Program Planning meeting the department holds each semester offers students an opportunity to learn about our major and the department's resources. For specific questions about the major or the department, students can contact the department chair or the department representative.
- Each Neuroscience and Behavior major is assigned a **major advisor** who is a member of the Neuroscience and Behavior faculty. Majors meet regularly with their major advisor to receive guidance on course selection, research project, and post-graduation careers.

Guidance for First-Year Students

Introduction to Neuroscience is the course we recommend for first-year students. It provides foundational knowledge on the core aspects of the discipline and is a prerequisite for our more advanced courses. It is offered in fall and spring semesters.

Enrollment in Courses

Many of the courses required by the Neuroscience and Behavior major have **Introduction to Neuroscience** as a prerequisite.

Preparation for Graduate Study

Major advisors provide guidance on graduate studies and other career paths related to neuroscience. Every year the department organizes multiple meetings to highlight careers open to neuroscience majors.

Coursework Taken Outside of Barnard

Advanced Placement Credit

Our department does not grant major credit or exemption for AP exam scores.

Columbia College Courses

- Only approved Columbia University courses can be taken to fulfill our major. The list of approved courses is available on the department webpage.
- All Neuroscience and Behavior majors must take five core neuroscience courses that provide foundational knowledge and laboratory training. Up to two of the five core neuroscience courses may be taken outside Barnard's Neuroscience and Behavior department. Outside classes include those taken at Columbia

or at other universities. The list of core neuroscience courses is presented on the [department website](#).

Transfer Credit

- When students transfer to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If approved, the Neuroscience and Behavior department can consider these courses for credit toward its major.
- Our department representative has to approve if a neuroscience course taken outside Barnard College or Columbia University counts toward the major. Students are required to contact the department representative for approval of transfer credit.
- No more than two of the five core neuroscience courses can be transferred from other institutions. The list of core neuroscience courses is presented on the department website.
- For detailed information about transfer credit, please consult the [department webpage](#).

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the chair or departmental representative.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the department representative.

Research Methods in Neuroscience and the Senior Capstone Project

Coursework in Research Methods

Students may participate in supervised research projects as part of the Independent Study course that our faculty offer every semester. Detailed information about the Independent Study course is available on the [department webpage](#).

The Senior Capstone Project

The senior thesis offers Neuroscience and Behavior majors a unique opportunity to conduct their own research project and gain a deeper understanding of scientific research. Students apply the knowledge they have acquired in multiple courses to conduct an original empirical

study. By working on their own project, students learn first-hand how to design and execute experimental research. During their final full year, Neuroscience and Behavior majors must complete two semesters of research and seminars. They can choose among **two thesis options** that differ primarily on whether students conduct their own research project in a lab or as part of a course. For more information about the senior thesis, please visit the [department webpage](#).

Other Research Opportunities

Most of our students conduct research projects in neuroscience laboratories in the New York area as part of their Senior Thesis, the Summer Research Institute, and/or the Independent Study course. Students are encouraged to secure a position in a research laboratory so they may gain valuable experience prior to embarking on their senior thesis project. Students with a lab position may apply to the Summer Research Institute and/or earn academic credit for independent Study.

Departmental Honors and Prizes

Departmental Honors

Departmental Honors are awarded to students who show excellence in learning and research.

Academic Prizes

Our department confers the following academic prizes to Barnard students in recognition of outstanding achievements in learning, research, and dissemination of scientific knowledge:

- The Capstone Prize for Distinguished Achievement in Neuroscience
- The Foundations of Neuroscience Prize for Outstanding Research Achievement
- The Synapse Prize for Contribution to Barnard Neuroscience and Behavior Community
- The Neuron Prize for Distinguished Accomplishment in Neuroscience
- The Young Scholar Prize for Outstanding Research Project
- The Faculty Recognition Prize for Excellence in Neuroscience
- The Spirit of Inquiry Prize for Distinguished Achievement in Neuroscience
- The Christina L. Williams Prize for Original Research Publication in Neuroscience

Chair

BJ Casey (The Christina L. Williams Professor of Neuroscience)

Professors

Peter Balsam (Samuel R. Milbank Professor)

Elizabeth Bauer (Chair, Biology)

John Glendinning (Associate Chair, Biology; Ann Whitney Olin Professor of Biological Sciences)

Russell Romeo

Rae Silver (Helene L. and Mark N. Kaplan Professor of Natural and Physical Sciences)

Assistant Professors

Kevin Bath

Gabrielle Gutierrez

Alexis Hill

Alex White

Senior Lecturers

Kara Pham (Departmental Representative)

Lecturers

E'mett O. McCaskill

Term Assistant Professors

Anamaria Alexandrescu

Luca Iemi

Abigail Zadina

Post-Doctoral Fellows

Vassiki Chauhan

Yen-Chu Lin

Adjunct Associate Professors

William Fifer

Ari Shechter

Adjunct Assistant Professors

Morgan R. Firestein

Eduardo Mercado

Major Requirements

The new NSBV curriculum requires the completion of a minimum of 13 courses (5 core neuroscience courses; 3 introductory courses from cognate disciplines; 3 elective courses; a year-long research seminar counting as 2 courses) and a senior thesis. All NSBV majors must take 5 core neuroscience courses that provide foundational knowledge and laboratory training. No more than 2/5 core neuroscience courses can be taken outside the NSBV Department, including Columbia University or other institutions. For many courses, NSBV majors have multiple options. Reflecting the interdisciplinary nature of our discipline, students can select introductory and elective courses offered in other departments either at Barnard or Columbia. Furthermore, students have the option of selecting elective courses in one suggested track – cognitive/behavioral, computational, or molecular.

Five Core Neuroscience Courses

NSBV BC1001	INTRODUCTION TO NEUROSCIENCE
NSBV BC2001	LABORATORY IN NEUROSCIENCE
NSBV BC3001	SYSTEMS AND BEHAVIORAL NEUROSCIENCE
BIOL BC3362	MOLECULAR # CELLULAR NEUROSCIENCE

NSBV BC2002	STATISTICS AND EXPERIMENTAL DESIGN

Three Introductory Courses from Other Disciplines

One course must be Introduction to Cellular and Molecular Biology (BIOL BC1502 + lab BIOL BC1503); the other courses (1lect; 1lect+lab) from cognate disciplines (Biology, Chemistry, Computer Science, Physics, or Psychology)

Senior Research Seminar

Seniors can choose among two options: Senior Research Seminar (NSBV BC3593-4) and Neuroscience Guided Research (NSBV BC3591-2)

Three Elective Courses

Approved electives are listed on the [department webpage](#). One elective course must be a 3000-level seminar.

Fall 2025

NSBV BC1001	INTRODUCTION TO NEUROSCIENCE
NSBV BC2001	LABORATORY IN NEUROSCIENCE
NSBV BC2002	STATISTICS AND EXPERIMENTAL DESIGN
NSBV BC2005	FLAVOR PERCEPTION AND THE HUMAN DIET
NSBV BC2009	COGNITIVE NEUROSCIENCE: MAPPING THE MIND ONTO THE BRAIN
NSBV BC2154	HORMONES AND BEHAVIOR
NSBV BC3105	Neuroimmunology Seminar
NSBV BC3361	CELLULAR # MOLECULAR NEUROSCIENCE
NSBV BC3376	PSYCHOBIOLOGY OF INFANT DEVELOPMENT
NSBV BC3377	Adolescent Neurobehavioral Development
NSBV BC3387	TOPICS IN NEUROETHICS
NSBV BC3388	MODELS OF NEUROPSYCHIATRIC DISORDERS
NSBV BC3389	Hallucinations, illusions, dreaming and imagination
NSBV BC3392	PSYCHOBIOLOGY OF STRESS
NSBV BC3591	NEUROSCIENCE GUIDED RESEARCH
NSBV BC3593	RSRCH/SEM-NEUROSCNCE# BEHAVIOR
NSBV BC3099	INDEPENDENT STUDY

Spring 2026

NSBV BC1001	INTRODUCTION TO NEUROSCIENCE
NSBV BC2001	LABORATORY IN NEUROSCIENCE
NSBV BC2002	STATISTICS AND EXPERIMENTAL DESIGN
NSBV BC2006	MIND/BRAIN DISORDERS
NSBV BC2008	ADAPTIVE OR ARRESTED DEVELOPMENT OF THE ADOLESCENT BRAIN
NSBV BC3001	SYSTEMS AND BEHAVIORAL NEUROSCIENCE
NSBV BC3361	CELLULAR # MOLECULAR NEUROSCIENCE
NSBV BC3385	NEUROETHOLOGY
NSBV BC3398	PSYCHOBIOLOGY OF SLEEP
NSBV BC3405	NEUROSCIENCE OF TRAUMA

NSBV BC3592	NEUROSCIENCE GUIDED RESEARCH
NSBV BC3594	RSRCH/SEM-NEUROSCNC#BEHAVIOR
NSBV BC3099	INDEPENDENT STUDY

Past Courses

(Courses not offered in Fall '24 and Spring '25))

NSBV BC2006	MIND/BRAIN DISORDERS
NSBV BC2154	HORMONES AND BEHAVIOR
NSBV BC3377	Adolescent Neurobehavioral Development
NSBV BC3384	RHYTHMS OF THE BRAIN
NSBV BC2003	Neuroendocrinology of Stress
NSBV BC2005	FLAVOR PERCEPTION AND THE HUMAN DIET
NSBV BC2008	ADAPTIVE OR ARRESTED DEVELOPMENT OF THE ADOLESCENT BRAIN
NSBV BC3105	Neuroimmunology Seminar
NSBV BC3394	Neurobiology of Social Behaviors

Philosophy

Department Website: <http://philosophy.barnard.edu/>

Department Office Location: 326 Milbank Hall

Department Phone Number: 212-854-4689

Department Email Address: philosophy@barnard.edu

Department Assistant: Maia Bernstein, mbernste@barnard.edu

Mission

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 and contemporary 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 UN1001 INTRODUCTION TO PHILOSOPHY.

Chair: Karen Lewis (Professor)

Professors: Taylor Carman, John Morrison, Frederick Neuhouser

Assistant Professors: Caroline Bowman, Francey Russell

Term Assistant Professor: Christopher Prodoehl

Term Lecturer: Ding Ding

Columbia faculty:

Professors: David Z. Albert, Akeel Bilgrami, Haim Gaifman, Lydia D. Goehr, Axel Honneth, Wolfgang R. Mann, Christia Mercer, Michele M. Moody-Adams, Christopher A.B. Peacocke, Carol Rovane, Achille C. Varzi, Katja Vogt

Associate Professors: Justin Clarke-Doane, Jessica Collins, Melissa Fusco, Tamar Lando

Assistant Professors: Allison E. Aitken, Timothy Williamson

Requirements for the Major

A major in Philosophy consists of at least 10 courses (with a minimum of 30 credits), as follows:

1. One course in ancient or early medieval philosophy:

PHIL UN2101	HISTORY OF PHILOSOPHY I
PHIL UN3121	Plato
PHIL UN3131	ARISTOTLE
PHIL GU4090	Early Greek Philosophy

2. One course in late medieval or early modern philosophy:

PHIL UN2201	HISTORY OF PHILOSOPHY II
PHIL UN3237	LATE MEDIEVAL # MODERN PHILOS
PHIL UN3251	Kant

3. One course in logic:

PHIL UN1401	INTRODUCTION TO LOGIC
PHIL UN3411	SYMBOLIC LOGIC

4. One course in ethics or social and political philosophy:

PHIL UN3701	ETHICS
PHIL UN3716	TOPICS IN ETHICS
PHIL UN3353	EUROPEAN SOCIAL PHILOSOPHY
PHIL UN3751	POLITICAL PHILOSOPHY

5. One course in metaphysics and epistemology, broadly construed:

PHIL UN2685	INTRO TO PHIL OF LANGUAGE
PHIL UN3551	PHILOSOPHY OF SCIENCE
PHIL UN3601	METAPHYSICS
PHIL UN3651	PHILOSOPHY OF MIND
PHIL UN3960	EPISTEMOLOGY

6. The Senior Seminar

PHIL BC4050	SENIOR SEMINAR

7. EITHER:

PHIL BC4051	SENIOR ESSAY
PHIL BC4052	SENIOR ESSAY

OR: One additional advanced seminar (a second section of PHIL BC4050 Senior Seminar, or a PHIL UN 3912 Seminar, or a PHIL seminar above 4000), and one additional elective beyond the two stipulated in 8 (below).

8. Two electives in addition to the eight courses stipulated above.

PLEASE NOTE:

- Only one of the two introductory courses offered at Barnard and Columbia (PHIL UN1001 and PHIL UN1010) may be counted towards the ten PHIL courses required by the major.
- Only one of the two logic courses mentioned above—PHIL UN3411 and PHIL UN1401—may be counted towards the ten PHIL courses required by the major.
- Other courses may be counted towards the distribution requirements, in certain cases, with the permission of the chair.

Requirements for the Minor

Five courses (with a minimum of 15 points) constitute a minor in philosophy. Student may select any five philosophy courses that interest them (subject to the approval of the department chair), with the following exceptions:

- Students may count either PHIL UN1001 Introduction to Philosophy or PHIL UN1010 Methods & Problems of Philosophical Thought towards their minor, but may not count both.
- Students may count either PHIL UN1401 Introduction to Logic or PHIL UN3411 Symbolic Logic towards their minor, but may not count both.

PHIL UN1001 INTRODUCTION TO PHILOSOPHY. 3.00 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 2025: PHIL UN1001					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1001	001/00220	M W 10:10am - 11:25am 302 Barnard Hall	Taylor Carman	3.00	12/20
PHIL 1001	002/00221	T Th 2:40pm - 3:55pm 237 Milbank Hall	Christopher Prodoehl	3.00	17/25

Fall 2025: PHIL UN1001					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1001	001/00027	T Th 2:40pm - 3:55pm 152 Horace Mann Hall	Christopher Prodoehl	3.00	46/60
PHIL 1001	002/00286	M W 10:10am - 11:25am 327 Milbank Hall	DING DING	3.00	17/20
PHIL 1001	003/00287	M W 4:10pm - 5:25pm 203 Diana Center	DING DING	3.00	27/40

PHIL UN1010 METHDS/PROB OF PHILOS THOUGHT. 3.00 points.

Critical introduction to philosophical problems, ideas and methods

PHIL UN1401 INTRODUCTION TO LOGIC. 3.00 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

Spring 2025: PHIL UN1401					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 1401	001/00207	T Th 11:40am - 12:55pm 408 Zankel	Christopher Prodoehl	3.00	60/80

PHIL UN2003 INTRO TO PHILOSOPHY OF ART. 3.00 points.

Fall 2025: PHIL UN2003					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2003	001/11985	M W 8:40am - 9:55am 413 Kent Hall	Lydia Goehr	3.00	50/60
PHIL 2003	AU1/17986	M W 8:40am - 9:55am Othr Other	Lydia Goehr	3.00	3/3

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 HISTORY OF PHILOSOPHY I. 4.00 points.

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

Fall 2025: PHIL UN2101					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2101	001/11986	T Th 11:40am - 12:55pm Cin Alfred Lerner Hall	Katja Vogt, Qian Cao	4.00	90/90

PHIL UN2111 HIST-PHIL:PRE-SOCRATCS-AUGUSTN. 0.00 points.

Fall 2025: PHIL UN2111					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2111	001/20102	M 5:10pm - 6:00pm 716 Philosophy Hall	Sebastiano Belleggia	0.00	28/30
PHIL 2111	002/20103	T 9:10am - 10:00am 401 Chandler	Ethan Johnson	0.00	31/33
PHIL 2111	003/20104	W 1:10pm - 2:00pm 716 Philosophy Hall	Daniel Belgrad	0.00	27/30

PHIL UN2108 PHILOSOPHY # HISTORY. 3.00 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 writing of one's history (Autobiography).

Spring 2025: PHIL UN2108					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2108	001/14169	M W 8:40am - 9:55am 330 Uris Hall	Lydia Goehr	3.00	42/60

PHIL UN2110 PHILOSOPHY # FEMINISM. 3.00 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. 4.00 points.

Prerequisites: PHIL UN2211 Required Discussion Section (0 points). PHIL UN2101 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 2025: PHIL UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2201	001/00165	T Th 1:10pm - 2:25pm 405 Milbank Hall	Caroline Bowman	4.00	67/80

PHIL UN2211 HIST OF PHILOSOPHY II-REC. 0.00 points.

Spring 2025: PHIL UN2211

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2211	001/00724	W 9:10am - 10:00am 716 Philosophy Hall	Jared Jones	0.00	30/30
PHIL 2211	002/00725	F 12:10pm - 1:00pm 716 Philosophy Hall	Yitu Hu	0.00	29/30
PHIL 2211	003/00726	F 1:10pm - 2:00pm 716 Philosophy Hall	Yitu Hu	0.00	9/30

PHIL UN2301 HIST PHIL III: KANT-NIETZSCHE. 4.00 points.

Prerequisites: None.

Prerequisites: None. Exposition and analysis of major texts and figures in European philosophy since Kant. Authors include Kant, Hegel, Schopenhauer, Kierkegaard, and Nietzsche. Required discussion section (PHIL UN2311). Attendance in the first week of classes is mandatory

PHIL UN2311 HISTORY OF PHILOSOPHY III – REC. 0.00 points.**PHIL UN2655 COGNITIVE SCIENCE AND PHILOSOPHY. 3.00 points.**

This course will survey a number of topics at the intersection of cognitive science and philosophy. Potential topics include free will, consciousness, embodied cognition, artificial intelligence, neural networks, and the language of thought

Fall 2025: PHIL UN2655

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2655	002/01080	T Th 5:40pm - 6:55pm 304 Barnard Hall	Joshua Kramer	3.00	33/60
PHIL 2655	003/01090	M W 5:40pm - 6:55pm 207 Milbank Hall	Joshua Kramer	3.00	23/40

PHIL UN2685 INTRO TO PHIL OF LANGUAGE. 4.00 points.

This course gives students an introduction to various topics in the Philosophy of Language

Fall 2025: PHIL UN2685

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 2685	001/00032	M W 2:40pm - 3:55pm 504 Diana Center	Karen Lewis	4.00	25/50

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 UN3000 BUDDHIST PHILOSOPHY. 3.00 points.

Buddhist philosophers generally agree about what doesn't exist: an enduring, unitary, and independent self. But there is surprisingly little consensus across Buddhist traditions about what does exist and what it's like. In this course, we will examine several Buddhist theories about the nature and structure of reality and consider the epistemological and ethical implications of these radically different pictures of the world. We will analyze and evaluate arguments from some of the most influential Indian Buddhist philosophers from the second to the eleventh centuries, including Nāgārjuna, Vasubandhu, Dignāga, Candrakīrti, Śāntarakṣita, Śāntideva, and Ratnakīrti. Topics will include the existence and nature of the external world, the mind, and the self; practical and epistemological implications of the Buddhist no-self principle; personal identity; the problem of other minds; and causal determinism and moral responsibility

PHIL UN3121 Plato. 3 points.

Prerequisites: One philosophy course or permission of the instructor. Introduction to Plato's philosophy through analysis of characteristic dialogues.

PHIL UN3131 ARISTOTLE. 3.00 points.

Prerequisites: One philosophy course or permission of the instructor. Introduction to Aristotle's philosophy through analysis of selected texts.

PHIL UN3237 LATE MEDIEVAL & MODERN PHILOS. 3.00 points.

Prerequisites: One philosophy course or permission of the instructor. \nCourse not offered in Fall 2016, will be offered in Spring 2017 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, Berkeley, Hume, Kant.

PHIL UN3248 Darwin. 3 points.

Darwin's theory of evolution by natural selection has been revolutionary, not just for scientists but for everyone who reflects on human nature and human destiny. The first aim of this course is to separate Darwin's own theory from its scientific, religious, and cultural aftershocks, and to consider how its influence developed and changed over the century and a half since *On the Origin of Species* was published in 1859. After careful consideration of Darwin's own life and historical context, we will read our way through the *Origin*, and then consider reactions to it starting Darwin's own day, proceeding through the "Modern Synthesis," and ending in our present moment. The final sessions of the course will explore Darwin's impact on contemporary philosophical debates over faith, ethics, and scientific knowledge.

PHIL UN3251 Kant. 3 points.

Explores the connections between theoretical and practical reason in Kant's thinking with special attention to the Critique of Pure Reason and the project of "transcendental" philosophy.

Fall 2025: PHIL UN3251

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3251	001/00288	T Th 1:10pm - 2:25pm 140 Horace Mann Hall	Caroline Bowman	3	34/40

PHIL UN3252 Philosophy of Language and Mind. 3 points.

This course will provide an introduction to meaning, reference, understanding, and content in language, thought, and perception. A central concern will be the question of the relation of meaning to truth-conditions, and what is involved in language and thought successfully latching on to reality. If you have not already taken an elementary course in first order logic, you will need to catch up in that area to understand some crucial parts of the course. All the same, the primary concerns of the course will be philosophical, rather than technical.

PHIL UN3264 19TH CENTURY PHILOSOPHY: HEGEL. 3.00 points.

Prerequisites: Phil UN2201 or PHIL UN3251 Examines major themes of Hegels philosophy, with emphasis on social and political thought. Topics include Hegels critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in a rational society. Readings from Kant's Third Critique help explain how Hegels project develops out of Kants transcendental idealism. Some knowledge of Kants moral theory and his Critique of Pure Reason is presupposed. Prerequisite: at least one of PHIL UN2201, PHIL UN2301, or PHIL UN3251

PHIL UN3278 Nietzsche. 3 points.

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.

PHIL UN3351 PHENOMENOLOGY # EXISTENTIALISM. 3.00 points.

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 2025: PHIL UN3351

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3351	001/00164	M W 2:40pm - 3:55pm 328 Milbank Hall	Taylor Carman	3.00	37/50

PHIL UN3352 Twentieth Century European Philosophy. 3 points.

Prerequisites: one prior 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. 3.00 points.

Prerequisites: one philosophy course.
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 2025: PHIL UN3353

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3353	001/11991	T Th 10:10am - 11:25am 141 Uris Hall	Axel Honneth	3.00	57/60

PHIL BC3398 INDEPENDENT STUDY. 1.00-4.00 points.**PHIL UN3411 SYMBOLIC LOGIC. 4.00 points.**

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

Spring 2025: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/14173	M W 10:10am - 11:25am 402 Chandler	Achille Varzi	4.00	97/90

Fall 2025: PHIL UN3411

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3411	001/11993	M W 10:10am - 11:25am 142 Uris Hall	Tamar Lando	4.00	86/90

PHIL UN3413 SYMBOLIC LOGIC - REC. 0.00 points.

Required discussion section for UN3411 Symbolic Logic

Spring 2025: PHIL UN3413

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3413	001/20325	F 11:10am - 12:00pm 716 Philosophy Hall	Cornelia Mayer	0.00	30/30
PHIL 3413	002/20405	Th 11:10am - 12:00pm 716 Philosophy Hall	Weiming Sheng	0.00	32/30
PHIL 3413	003/20406	F 9:10am - 10:00am 716 Philosophy Hall	Weiming Sheng	0.00	31/30

Fall 2025: PHIL UN3413

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3413	001/20105	M 1:10pm - 2:00pm 716 Philosophy Hall	Milo Beckman	0.00	34/32
PHIL 3413	002/20106	M 7:10pm - 8:00pm 716 Philosophy Hall	Weiming Sheng	0.00	32/35
PHIL 3413	003/20107	T 11:10am - 12:00pm 716 Philosophy Hall	James Beardmore	0.00	16/30

PHIL UN3551 PHILOSOPHY OF SCIENCE. 3.00 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

Spring 2025: PHIL UN3551

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3551	001/14175	M W 4:10pm - 5:25pm 330 Uris Hall	David Albert	3.00	29/60

PHIL UN3576 PHYSICS AND PHILOSOPHY. 3.00 points.

Philosophical 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

Fall 2025: PHIL UN3576

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3576	001/11995	M W 4:10pm - 5:25pm 326 Uris Hall	David Albert	3.00	11/60

PHIL UN3601 METAPHYSICS. 4.00 points.

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 2025: PHIL UN3601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3601	001/11998	T Th 11:40am - 12:55pm 717 Hamilton Hall	Achille Varzi	4.00	63/75
PHIL 3601	AU1/17985	T Th 11:40am - 12:55pm Othr Other	Achille Varzi	4.00	1/2

PHIL UN3611 METAPHYSICS-REC. 0.00 points.

Fall 2025: PHIL UN3611

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3611	001/20108	M 12:10pm - 1:00pm 716 Philosophy Hall	Jack Romp	0.00	25/30
PHIL 3611	002/20109	Th 9:10am - 10:00am 716 Philosophy Hall	Anthony Hejduk	0.00	19/25
PHIL 3611	003/20111	Th 10:10am - 11:00am 716 Philosophy Hall	Jared Jones	0.00	17/30

PHIL UN3654 Philosophy of Psychology. 3 points.

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 UN3655 TOPICS IN COGNITIVE SCIENCE AND PHILOSOPHY. 3.00 points.

This course will focus on one topic at the intersection of cognitive science and philosophy. Potential topics include free will, consciousness, modularity, mental representation, probabilistic inference, the language of thought, and the computational theory of mind

Spring 2025: PHIL UN3655

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3655	001/17700	T Th 1:10pm - 2:25pm 303 Uris Hall	Brendan Fleig-Goldstein	3.00	62/60

Fall 2025: PHIL UN3655

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3655	001/00969	T Th 8:40am - 9:55am 323 Milbank Hall	Soren Schlassa	3.00	28/30

PHIL UN3685 PHILOSOPHY OF LANGUAGE. 3.00 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 2025: PHIL UN3685

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3685	001/14176	T Th 11:40am - 12:55pm 330 Uris Hall	Melissa Fusco	3.00	19/60

PHIL UN3701 ETHICS. 4.00 points.

Prerequisites: one course in philosophy.

Corequisites: *PHIL V3711* Required Discussion Section (0 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 2025: PHIL UN3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/00163	M W 1:10pm - 2:25pm 405 Milbank Hall	Francey Russell	4.00	50/80

Fall 2025: PHIL UN3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/00225	M W 1:10pm - 2:25pm 323 Milbank Hall	DING DING	4.00	34/80

PHIL UN3711 ETHICS - REC. 0.00 points.

Required discussion section for PHIL UN3701 Ethics

Spring 2025: PHIL UN3711

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3711	001/00727	M 9:10am - 10:00am 716 Philosophy Hall	Louis Finegan	0.00	11/30
PHIL 3711	002/00728	M 4:10pm - 5:00pm 716 Philosophy Hall	Ruby Smith	0.00	25/30
PHIL 3711	003/00729	Th 10:10am - 11:00am 716 Philosophy Hall	Ruby Smith	0.00	11/30

Fall 2025: PHIL UN3711

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3711	001/00874	M 4:10pm - 5:00pm 716 Philosophy Hall	Sara Wexler	0.00	19/30
PHIL 3711	002/00875	Th 1:10pm - 2:00pm 716 Philosophy Hall	Andrew Lin	0.00	14/30

PHIL UN3716 TOPICS IN ETHICS. 3.00 points.

This course examines influential theories of nonviolence. It also considers how nonviolence can be defensible in an often violent world, and asks whether it is always clear how to distinguish violence from nonviolence

Spring 2025: PHIL UN3716

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3716	001/14178	M W 2:40pm - 3:55pm 414 Pupin Laboratories	Michele Moody-Adams	3.00	18/35

PHIL UN3751 POLITICAL PHILOSOPHY. 3.00 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 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.

PHIL UN3756 Critical Philosophy of Race: What is Race?. 3.00 points.

This course is a philosophical examination of the meaning and significance of the concept of race. The course will chiefly aim to answer: What do we mean by the term “race”? And why is it often tied to the existence of racism? From where does the concept come? And what role did “race” play in the philosophical thought and the culture of Western modernity? Among the questions that can be asked are, How do concepts of race contribute to the formation and justification of various economic, political, and social institutions and practices, such as slavery, colonialism, and segregation? However, we will also inquire at the end of the course whether “race” is always a destructive concept, or whether it can be re-defined as part of a liberation project centered on racial identity: the appreciation and celebration of racial difference and solidarity

PHIL UN3768 ALLIES, ADVOCATES, ADVERSARIES. 3.00 points.

This course will survey political and epistemological questions that are centered around living in a society with oppression, including: What is oppression? What does it mean to be an ally? When is it right to speak for others and advocate for their interests? Do we have a duty to dissent and protest under certain circumstances? What is solidarity and how can we act in solidarity with others?

PHIL UN3769 LIVING, DYING, AND THE MEANING OF LIFE. 3.00 points.

Bringing together scholars from the fields of Philosophy, Medicine, Ethics, and Religion, this course exposes students to modes of inquiry that can help to answer central questions that are often elusive and/or unconsidered: What constitutes a good human life? What do I need to be truly happy? How does the fact that I will one day die impact how I should live today? This interdisciplinary course provides a rare opportunity to consider how a wide variety of thinkers and writers have approached these questions, while also engaging with them in a personal way within our contemporary context. Lectures will be combined with group discussion and a weekend retreat, creating possibilities for interpersonal engagement and deep learning

Spring 2025: PHIL UN3769

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3769	001/14181	T Th 11:40am - 12:55pm Aud Earl Hall	Katja Vogt, Lydia Dugdale, Ian Rottenberg	3.00	88/92

PHIL UN3800 PHILOSOPHY, JUSTICE AND SOCIAL ACTIVISM. 4.00 points.

In his Theses on Feuerbach, Karl Marx writes, “Philosophers have only interpreted the world in various ways; the point is to change it.” The questions to ask in response to Marx’s exhortation include: how do we recognize the need for change and appropriately effect it? What are the relations between our goals and the means to them? How can we better understand our goals to make the means more suitable? When we organize to produce results, what are we doing? Do we know exactly who and what we want to change? What are the “ethics of process”? What exactly do we do when we organize? A tentative definition: to organize is to bring together individuals who have common interests in a way that will enhance their power. What kind of power is this? What other forms of power are there? What is the best form of coordinating among individuals? If we better understand the dynamics of organizing, should we reconceive our goals accordingly? How do we better tap into shared values and concerns? What temptations and distractions get in the way of our goals? What problems prevent us from achieving them? Do we have goals that can be achieved? If not, how can we revise them?

PHIL UN3840 The Nature and Significance of Animal Minds. 3 points.

Humans have a complicated relationship with other animals. We love them, befriend them and save them. We hunt, farm and eat them. We experiment on and observe them to discover more about them and to discover more about ourselves. For many of us, our pets are amongst the most familiar inhabitants of our world. Yet when we try to imagine what is going on in a dog or cat’s mind—let alone that of a crow, octopus or bee—many of us are either stumped about how to go about this, or (the science strongly suggests) getting things radically wrong. Is our thought about and behavior towards animals ethically permissible, or even consistent, Can we reshape our habits of thought about animals to allow for a more rational, richer relationship with the other inhabitants of our planet? In this course, students will reflect on two closely intertwined questions: an ethical question, what sort of relationship ought we to have with animals?; and a metaphysical question, what is the nature of animal minds? Readings will primarily be from philosophy and ethics and the cognitive sciences, with additional readings from literature and biology. There are no prerequisites for this class—it will be helpful but certainly not necessary to have taken previous classes in philosophy(especially ethics and philosophy of mind) or in cognitive science.

PHIL UN3841 Advanced Introduction to Aesthetics: Philosophy of the Image. 3 points.

This course is an advanced introduction to philosophical aesthetics focused primarily on (but not limited to) visual arts (including but not limited to painting, length works), thinkers, and traditions. Students will leave having read at least one

PHIL UN3851 IF I WERE YOU: IDENTITY, ESSENCE, LIMITS OF MODAL VARIATION. 3.00 points.

This course will be devoted to the topic of being other than oneself and the metaphysical debate surrounding questions like: What does the possibility of being different from who we are amount to? What does it mean to be someone else? How different from ourselves can we be? Students will be offered analytical and philosophical tools that will help them to rigorously formulate those and related questions, and to think through the nature of modal variation and its boundaries. In the final weeks of the semester, we will explore the application of those theoretical tools to relevant themes in metaphysics of gender. Throughout the seminar, students will be encouraged to think of the implications of our discussion for related debates in philosophy, especially in the epistemology of the modal and counterfactual claims at issue. This course will be most suitable for students who have some background in analytical metaphysics, e.g. Philosophy 3601, "Metaphysics."

PHIL UN3852 PHILOSOPHY OF LITERATURE. 3.00 points.**PHIL UN3855 The Potential and Actual Infinite. 3 points.**

This course examines the concept of infinity throughout the history of western philosophy, looking at how the puzzles that surround the concept led to the construction and defense of many different philosophical positions on the infinite. In particular, we will examine how many different historical figures have attempted (in many different ways) to draw a distinction between what is potentially infinite and what is actually infinite, and further, how this distinction is used in attempts to solve puzzles of the infinite. We move chronologically, starting with Zeno and Aristotle, through the invention of calculi of infinitesimals, to the development of set theory, model theory, and modern mathematical logic. We will also use the tools we develop in our historical investigation to address modern discussions in philosophy about the infinite, such as the debates about supertasks and the limitations of computation. This course has no prerequisites (although having taken Symbolic Logic may be useful), and it serves well as an introduction to philosophy of mathematics because of its chronological presentation. It also intersects with a wide range of topics in other fields, such as mathematics, logic, physics, computer science, religion, and artificial intelligence, which should make it of interest even to those who may not have a strong formal background.

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 UN3857 The Public and the Private. 3 points.

In an era in which government surveillance, hacking, and social media regularly challenge the line between our public and private lives, exploring the nature of the public/private dichotomy is a pressing task. In this course we will explore how philosophers in the Western tradition have understood the contrast between the public and the private beginning with the ancient ideal of the polis as the site of genuine human flourishing and freedom, we will go on to explore the way in which modern thinkers have problematized this ideal in the context of capitalism, mass culture, and modern pluralistic societies.

By engaging with thinkers such as Aristotle, Arendt, Dewey, Rawls, and Habermas, we will ask questions such as: what kind of freedom do we enjoy when we are in public with other people, and what kind of freedom do we enjoy in private? Are both equally valuable? What is the relationship between public opinion and a healthy democracy? How does capitalism and the mass media affect the public sphere? What are the dangers of an impoverished public sphere? Is the very distinction between the public and the private gendered in pernicious ways?

PHIL UN3858 CULTIVATING INDIVIDUALITY. 3.00 points.

Talk about "individuality", about being (or becoming) "yourself" is all around us. But what exactly does this mean? What is genuine individuality, and how can we develop it, in ourselves (though self-development) and in others (by designing appropriate educational institutions)? What is the relationship between being an individual and being a part of society? Is there a tension between the non-conformism often associated with genuine individuality on the one hand, and the demands of community and good citizenship, on the other? Can educational institutions be designed to fulfill both those demands (to the extent they are distinct)? And how might oppressive social institutions hinder the development of "individuality"? In this course, we will explore these and related questions by drawing on both the classics of philosophy of education (Plato, Rousseau, Nietzsche, Dewey, Du Bois), and on relevant literary material that is in conversation with the philosophical texts (Rilke, Tolstoy, Woolf)

PHIL UN3861 Language & Society. 3.00 points.

Language is our primary means for influencing each other's thoughts and attitudes. Sometimes, we use it to convey information explicitly, and to influence others directly. But sometimes, language is used to convey information implicitly (e.g., in hints, sarcasm and irony), or to shape the opinions of others surreptitiously (e.g., in propaganda). How do these forms of communication work? What distinguishes them? What makes for their success or failure? In this course, we will critically examine some classic theories in the philosophy of language that try to answer these questions. Then, we will turn to recent work that rejects or extends these theories in response to careful examination of the ways in which language can be exploited as a means for manipulation and control

PHIL UN3863 HAPPINESS AND WELL-BEING. 3.00 points.

"What is it to be happy?" Philosophers have passionately debated this question from antiquity until now. Especially in times when happiness seems difficult to find, we naturally want to know what happiness is and how best to secure it. In this course, we will consider happiness in relation to well-being, examining four major theories of well-being (hedonism, desire-fulfillment theories, objective list theories, and eudaimonism/perfectionism). We will gain a nuanced understanding of each view by juxtaposing their ancient and modern advocates and opponents

PHIL UN3864 Philosophy, Science, and Politics of Learning. 3 points.
Not offered during 2024-2025 academic year.

At the broadest level, this course addresses questions, What does it mean to respond to new information in a rational way? How should we update our beliefs in response to evidence? This is a central question in the philosophy of science and epistemology, but it also connects to important issues in social and political philosophy. For example, one's views about what it means to learn in a rational way might inform one's view about the significance of political polarization. Is polarization a sign that certain groups are responding to information in an irrational way? In order to address questions like this, one must first think carefully about what rational responses to inform amount to. This is what we'll do in this course. The course has three parts. In the first part, we will read some classical philosophical texts about the problem of induction. This part of the course will introduce students to some influential concepts from logic (formal learning theory), statistics (Bayesian inference), and computer science and artificial intelligence (PAC learning). Having developed a toolkit for thinking about rational learning, we will, in the third part of the course, turn to some issues in social and political philosophy. In addition to thinking about political polarization, mentioned above, we will ask whether learning based on the testimony of others has any distinctive significance, and we will study the concept of epistemic injustice. The course has no prerequisites. All of the technical concepts will be introduced in a self-contained and elemental way.

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, Maurivau, 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

PHIL UN3870 PHILOSOPHY AND ARTIFICIAL INTELLIGENCE. 3.00 points.

Artificial intelligence (AI) promises—or threatens—to transform every area of our lives and societies. It has already begun to upend our understanding of human nature, radically alter our social institutions, and revolutionize scientific practice. And in some circles, there is increasing concern that AI is developing intelligence to rival our own. This course will explore these issues through the philosophy of mind, cognitive science, and ethics. We will ask whether AI systems could have minds like ours, whether they could be conscious, whether they might eventually deserve moral consideration, and how we can use them fairly in our current societies

PHIL UN3912 SEMINAR. 3.00 points.

Required of senior majors, but also open to junior majors, and junior and senior concentrators who have taken at least four philosophy courses. This exploration will typically involve writing a substantial research paper. Capped at 20 students with preference to philosophy majors

Spring 2025: PHIL UN3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	001/14184	M 6:10pm - 8:00pm 716 Philosophy Hall	Lydia Goehr	3.00	18/20
PHIL 3912	002/14185	M 10:10am - 12:00pm 716 Philosophy Hall	Wolfgang Mann	3.00	7/20

Fall 2025: PHIL UN3912

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3912	001/11999	M 2:10pm - 4:00pm 716 Philosophy Hall	Michele Moody-Adams	3.00	17/20
PHIL 3912	002/12000	Th 2:10pm - 4:00pm 716 Philosophy Hall	Melissa Fusco	3.00	16/20

PHIL UN3960 EPISTEMOLOGY. 4.00 points.

Corequisites: PHIL UN3963

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

Spring 2025: PHIL UN3960

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3960	001/14186	T Th 8:40am - 9:55am 141 Uris Hall	Jessica Collins	4.00	32/60

PHIL UN3963 EPISTEMOLOGY - REC. 0.00 points.

Required discussion section for PHIL UN3960 Epistemology

Spring 2025: PHIL UN3963

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3963	001/20326	M 3:10pm - 4:00pm 716 Philosophy Hall	Han Wei Luo	0.00	10/30
PHIL 3963	002/20327	F 10:10am - 11:00am 716 Philosophy Hall	Saikeerthi Rachavelpala	0.00	21/30

PHIL BC4050 SENIOR SEMINAR. 4.00 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

Spring 2025: PHIL BC4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4050	001/00162	W 4:10pm - 6:00pm 111 Milstein Center	Christopher Prodoehl	4.00	11/17

Fall 2025: PHIL BC4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4050	001/00402	M 6:10pm - 8:00pm 405 Barnard Hall	Francey Russell	4.00	7/15

PHIL BC4051 SENIOR ESSAY. 3.00 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

Fall 2025: PHIL BC4051

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4051	001/00867		Francey Russell	3.00	3/5

PHIL BC4052 SENIOR ESSAY. 3.00 points.

A substantial paper, developing from an Autumn workshop and continuing into the Spring under the direction of an individual adviser. Open only to Barnard senior philosophy majors

Spring 2025: PHIL BC4052

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4052	001/00730		Taylor Carman	3.00	2/2
PHIL 4052	002/00731		John Morrison	3.00	1/1
PHIL 4052	003/00732		Akeel Bilgrami	3.00	1/1

PHIL GU4080 PLATO. 3.00 points.

The course offers an advanced introduction to key themes in Plato's philosophy. It is open to undergraduate and graduate students and does not presuppose prior study of Plato. At the end of the semester, students will have the tools and preparation to think independently and critically about Plato's philosophy. Beyond the study of Plato, the course teaches students crucial skills in the history of philosophy, such as the careful reconstruction of arguments, attention to concepts that may not be familiar today, critical discussion of philosophical proposals that were formulated in a foreign language and conceptual scheme, and an awareness of the range of different modes of inquiry and philosophical writing. The class covers three texts that, according to standard relative chronology of Plato's dialogues, are considered "early"—the Protagoras—"middle"—the Phaedo—and "late"—the Sophist. We focus on themes where Plato's arguments and proposals have lasting influence: virtue, the soul, perception, pleasure and pain, the Forms, being and becoming, and truth and falsity. The Protagoras introduces themes that we pursue throughout the semester. What is the soul? How does one become a good person? What is the role of pleasure and pain in a well-lived human life? In the Protagoras, Socrates advances a famous proposal, the so-called unity of the virtues: for someone to have one virtue such as justice or courage, she needs to have all the virtues. The question of how one becomes a good person involves a key distinction in Plato's metaphysics between being and becoming. Presumably, we can only become good, but we can never be good. The Phaedo examines four arguments for the soul's immortality. None of these arguments is presented as conclusive. And yet, Socrates trusts that the soul is immortal and this commitment informs his stance toward his own death. This theme is personal for Socrates, who is awaiting his death penalty. But it involves perennial questions in metaphysics and the philosophy of mind. What is the relation between body and soul? Are perception, pleasure, and pain bodily? Is our own mind the cause of our actions? What, if anything, is the role of mind—nous—in the cosmos? And what is the role of the famous "Forms"? Plato's Sophist belongs to a group of late dialogues that explore, fine-tune, and problematize Plato's earlier proposals, specifically with respect to the Forms, the notions of being and not-being, and the distinction between true and false statements. The interlocutors set out to define sophistry, using a definitional method that Plato develops in several late dialogues. This method is the ancestor of a powerful but contested scientific tool: the division of things into kinds. Finally, we use the Sophist to ask general questions about Plato's dialogues. Why does Plato write dialogues, rather than treatises? What is philosophically distinctive about his method?

PHIL GU4089 Aristotle. 3 points.

Not offered during 2024-2025 academic year.

The course offers a high-level survey of central themes in Aristotle's ethics: happiness, motivation, agency, excellence, deliberation, pleasure, responses to relativism, and the nature of ethics.

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 GU4137 Non-Classical Logics. 3 points.
Not offered during 2024-2025 academic year.

Prerequisites: one term of formal logic (V3411/G4415, Introduction to Symbolic / Formal Logic, or G4801, Mathematical Logic I)
 An overview of the main extensions and alternatives to classical logic, including: many-valued logics, fuzzy logics, partial logics, free logics, inclusive logics, paraconsistent logics, modal logics, intuitionism.
 Prerequisite: One term of formal logic (V3411/G4415, Introduction to Symbolic/ Formal Logic, or G4801, Mathematical Logic I).

PHIL GU4140 HELLENISTIC PHILOSOPHY. 3.00 points.**PHIL GU4260 KANT'S ETHICS. 3 points.**

Please contact the department for course description.

PHIL GU4424 MODAL LOGIC. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Fall 2025: PHIL GU4424

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4424	001/12048	M W 2:40pm - 3:55pm 610 Martin Luther King Building	Tamar Lando	3.00	14/20

PHIL GU4431 INTRODUCTION TO SET THEORY. 3.00 points.

Basic set-theoretic operations and constructions. The axiom of choice. Infinitary arithmetic, ordinal and cardinal. Russell's paradox, Cantor's paradoxes, and other set-theoretic paradoxes. The continuum hypothesis. Axiomatic set theory. Other topics as time permits.

PHIL GU4449 Philosophy of Logic. 3 points.

Prerequisites: PHIL UN3411

This course is an opinionated introduction to the philosophy of logic. Topics covered include logical form, logical constants, logical necessity, the normative role of logic, metaphysical neutrality, justification and reliability, higher-order quantification, the paradoxes, revisions to logic and to the T-schema, and deflationary pluralism about fundamental logical notions.

PHIL GU4451 History of Philosophy: From De Morgan to Frege. 3 points.

The roots of logic may be traced to Aristotle, who systematized and codified the subject in a way that was not significantly surpassed for over two millennia. As we know it today, however, logic stems largely from certain advancements that took place in the mid-nineteenth century, when the subject developed into a rigorous discipline whose exemplar was the exact method of proof used in mathematics. The aim of this course is to provide a critical reconstruction of such advancements along with an assessment of their philosophical significance.

PHIL GU4490 LANGUAGE AND MIND. 3.00 points.**PHIL GU4491 William James's Principles of Psychology. 3 points.**

The primary goal of this course is to give sufficiently advanced students an opportunity to read through, in its entirety, one of the most influential works in the history of psychology. Although James conceived his two-volume work as an exhaustive scientific account of the mind, its approach is vastly different from contemporary psychology—which, since his time, has generated many subfields and methodologies, and benefitted from advances in related fields, such as computer science, linguistics, evolutionary biology, and neuroscience, to name just a few. Apart from subsequent developments within the mind sciences, another major difference between James's pioneering work and current scientific work is that it is explicitly governed by some concerns that currently belong more to philosophy than to science. These include James's focus on the *phenomenological* dimensions of mind that are open to direct introspection, which are no longer regarded as reliable indicators of mental reality, and his interest in the ethical significance of his findings. Being a pragmatist, he could not help but regard a correct account of the mind as providing a basis for *improvement* of human life, and *right action*.

PHIL GU4495 PERCEPTION. 3.00 points.

This course addresses the fabulously rich range of issues about the nature of perception, including: perceptual mental representation and its content; computational explanation; justifying beliefs; knowledge and thought about perception; and perception of music. Perception is an interdisciplinary subject par excellence. Readings will be drawn from philosophy and psychology, aesthetics, and artificial intelligence

PHIL GU4561 PROBABILITY & DECISION THEORY. 3.00 points.

Examines interpretations and applications of the calculus of probability including applications as a measure of degree of belief, degree of confirmation, relative frequency, a theoretical property of systems, and other notions of objective probability or chance. Attention to epistemological questions such as Hume's problem of induction, Goodman's problem of projectibility, and the paradox of confirmation

Fall 2025: PHIL GU4561

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4561	001/12049	M W 6:10pm - 7:25pm 328 Uris Hall	Jessica Collins	3.00	21/20

PHIL GU4602 PHILOSOPHICAL TEXTS IN GREEK. 3.00 points.

Careful reading and translation of a major philosophical text in ancient Greek to be chosen by the course participants in consultation with the instructor. Special attention is to be paid to the linguistic and conceptual problems of translating ancient Greek philosophical texts. Prerequisite: equivalent of at least two years of study of ancient Greek at university level

PHIL GU4660 PHILOSOPHY OF MIND. 3.00 points.**PHIL GU4675 THE DIRECTION OF TIME. 3.00 points.**

A survey of the various attempts to reconcile the macroscopic directionality of time with the time-reversibility of the fundamental laws of physics. The second law of thermodynamics and the concept of entropy, statistical mechanics, cosmological problems, the problems of memory, the possibility of multiple time direction

Spring 2025: PHIL GU4675

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4675	001/14233	T 12:10pm - 2:00pm 716 Philosophy Hall	David Albert	3.00	15/20

PHIL GU4740 Islamic Philosophy. 3 points.

A study of what it meant for the Muslim world to open up itself to Greek philosophy and to create the tradition of philosophical thinking known as *Falsafa* (from the Greek *philosophia*). The relation between theology (*kalam*) and philosophy, as well works of major authors of the classical period (9th to the late 12th century), will be studied.

PHIL GU4763 Feminist, Social and Political Philosophy of Language. 3.00 points.

This course explores different ways in which social and political settings affect our language – what we can do with our words and what our words mean – as well as ways in which our language affects our social and political setting – the effects of people saying things, or saying things using certain words, or words with specific meanings. Topics and texts may vary with instructor and semester

Fall 2025: PHIL GU4763

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4763	001/00403	W 10:10am - 12:00pm 716 Philosophy Hall	Karen Lewis	3.00	21/20

PHIL GU4810 LATTICES AND BOOLEAN ALGEBRA. 3.00 points.

Prerequisites: PHIL UN3411 or 4801

Prerequisites: PHIL UN3411 or 4801 This course is designed as an introduction to lattices and Boolean algebras. In the first part of the course, we study partial orders and view lattices both as partial orders and as algebraic structures. We study some basic constructions involving sublattices, products of lattices, and homomorphic images of lattices. In the second part of the course, we study Boolean algebras, with an aim to proving several representation theorems: first, a representation theorem for finite Boolean algebras, and toward the end of the course, the famous Stone Representation Theorem. We end the course with a look at the connection between classical mereology (or the theory of parthood) and complete Boolean algebras

Spring 2025: PHIL GU4810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4810	001/17225	T 6:10pm - 8:00pm 507 Philosophy Hall	Tamar Lando	3.00	11/20

PHIL GU4900 TOPICS IN EARLY MODERN PHILOSOPHY. 3.00 points.

Open to undergraduates with previous work in the history of philosophy and to graduate students. Focuses either on an important topic in the history of early modern philosophy (e.g. skepticism, causation, mind, body) or on the philosophy of a major figure in the period (e.g. Descartes, Leibniz, Spinoza, Gassendi, Conway)

PHIL GU4910 Topics in Metaphysics. 3 points.

Not offered during 2024-2025 academic year.

Description forthcoming.

PHIL GU4947 Classical Indian Philosophy. 3.00 points.

In this course, we will read primary sources drawn from philosophers representing the Vedānta, Sāṃkhya, Vaiśeṣika, Nyāya, Mīmāṃsā, Buddhist, Jain, and Cārvāka traditions ranging from approximately the sixth century BCE up to the fifteenth century. We will analyze arguments defending some of the central commitments of these traditions together with challenges mounted by competing schools of thought. This will offer a sense of the dynamic, dialectical, and dialogical nature of the intellectual landscape of Classical Sanskrit Philosophy and provide an introduction to some of the issues that mattered most to these philosophers. Topics will include the existence and nature of the self, the relation between consciousness and matter, fundamental ontology, external world realism vs. idealism, and the existence of a creator God. We will also inquire into the basic dichotomy of identity and difference, which in turn drives debates between monistic and pluralistic worldviews. The semester will conclude by considering disputes over whether there are definitive answers to these sorts of questions at all

Fall 2025: PHIL GU4947

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 4947	001/12971	M 2:10pm - 4:00pm 401 Hamilton Hall	Allison Aitken	3.00	21/20

Cross-Listed Courses

There are currently no cross-listed courses for your department.

Physics & Astronomy

504A Altschul Hall

212-854-3628

Department Administrative Assistant: Rebecca Perrington

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 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 φυσικς (= 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 and distinction 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 UN1001 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 does not satisfy the premedical nor physics requirement for any major. It also should not be taken to satisfy the BC lab science requirement.
2. PHYS BC2001 MECHANICS - LECTURE LAB - PHYS BC2002 ELECTRICITY#MAGNETISM-LEC LAB, PHYS BC3001 CLASSICAL WAVES - LECTURE LAB is Barnard's own three-semester, calculus based introductory sequence in physics. Characterized by modest class sizes, it is designed specifically for Barnard students with a serious interest in any of the natural sciences or mathematics. Moreover, it is especially appropriate for majors in physics, astronomy, chemistry, or biochemistry, whether premedical or not. Biology majors with some calculus background are also encouraged to take this sequence. Finally, Barnard students contemplating a major in physics or astronomy should take PHYS BC2001 MECHANICS - LECTURE LAB - PHYS BC2002 ELECTRICITY#MAGNETISM-LEC LAB in their first year, if possible, or in their second at the latest, to be followed by the third-semester course, Classical Waves.
3. 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 UN2801 ACCELERATED PHYSICS I - PHYS UN2802 ACCELERATED PHYSICS II, 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.

For more information on majors and minors see the "Requirements" tab.

Students unsure about the most appropriate sequence should consult the Chair of the department.

Chair: Timothy Halpin-Healy

Professors: Timothy Halpin-Healy, Laura Kay, Janna Levin (Claire Tow Professor of Physics & Astronomy), Reshmi Mukherjee (Helen Goodhart Altschul Professor of Physics and Astronomy)

Assistant Professor: Tatiana Webb

Senior Lecturer and Lab Director: Dr. Stilian Savin

Laboratory Instructional Support Specialist: Dr. Sara Abedi

Advanced courses are offered in collaboration with the Columbia [Physics](#) and [Astronomy](#) Departments.

Requirements for the Astronomy Major

The courses required for the major in astronomy are as follows:

PHYS BC2001	MECHANICS - LECTURE LAB *	4.5
PHYS BC2002	ELECTRICITY#MAGNETISM-LEC LAB *	4.5
PHYS BC3001	CLASSICAL WAVES - LECTURE LAB *	5
ASTR UN2001 & ASTR UN2002	INTRO TO ASTROPHYSICS I and INTRO TO ASTROPHYSICS II	6

Students are required to take four 3000-level ASTR or PHYS courses, and selected so that at least six total points of 3000-level lecture classes are ASTR courses. Of those four 3000-level course, at least one should be

PHYS UN3003	MECHANICS	3.00

or

ASTR UN3102	Planetary Dynamics and Physics of the Solar System	3

Some of the ASTR courses offered in recent years include:

ASTR UN3101	MODERN STELLAR ASTROPHYSICS	3.00
ASTR UN3103	GALAXIES	3
ASTR UN3105	EXOPLANETS AND ASTROBIOLOGY	3
ASTR UN3602	PHYSICAL COSMOLOGY	3
ASTR UN3273	HIGH ENERGY ASTROPHYSICS	3
ASTR UN3646	OBSERVATIONAL ASTRONOMY	3
ASTR C3601	General Relativity, Black Holes, and Cosmology	3

*** This is a 9 course minimum for the standard major described above.**

Students planning to study astronomy or astrophysics in graduate school are strongly urged to take PHYS U3003, 3007-8, 3006, GU4023, and some additional courses in Computer Science. We recommend W1004 (Java), Engineering E1006 (Python), COMS BC1016 (Intro to Computational Thinking), EESC BC3050 (Big Data with Python), or ASTR GU4260 (Modeling the Universe). Note: If the required courses are not offered for some reason, the department will recommend appropriate substitutions.

Students are encouraged to take the calculus I-IV sequence since calculus courses will be pre-requisites to many of the upper-level classes. Other Calculus options include Honors Math A-B, Accelerated Multivariable Calculus, and Multivariable Calculus for Engineering and Applied Science. Additional work in mathematics is recommended; e.g. Math UN1210: Linear Algebra, APMA E3102: Applied Mathematics II.

Substitutions:

While we recommend students take the Barnard sequence, in lieu of the two introductory courses BC2001 & 2002, a 2-semester Columbia introductory sequence acceptable for the physics major in Columbia College can be substituted (e.g. PHY UN1601-2) combined with BC2009 and BC2019, which are the lab only sections for the Barnard introductory sequence. If you choose to take the 2-semester Columbia sequence, please consult with an advisor in the Barnard Physics and Astronomy department as soon as possible. Note that PHY UN1201-2 is not acceptable for the major.

If a student opts to take the accelerated 2-semester Columbia College sequence PHY UN2801-2, we strongly encourage that student to seek advice from the Chair of the Barnard Physics and Astronomy Department to determine the remainder of required courses for the major.

Students who have taken two 1000 level courses may substitute an additional 3000-level course for ASTR UN2001-2.

Any other substitutions to the major may require a Degree Audit Change. A student should seek advice from their Astronomy advisor and/or the Chair of the Barnard Physics and Astronomy Department.

Requirements for the Physics Major

The courses required for the major in physics are:

PHYS BC2001	MECHANICS - LECTURE LAB *	4.5
PHYS BC2002	ELECTRICITY#MAGNETISM-LEC LAB *	4.5

PHYS BC3001	CLASSICAL WAVES - LECTURE LAB *	5
PHYS BC3006	QUANTUM PHYSICS (LECTURE + LAB)	3
PHYS UN3003	MECHANICS	3
PHYS UN3007	ELECTRICITY-MAGNETISM	3
PHYS UN3008	ELECTROMAGNETIC WAVES # OPTICS	3
PHYS GU4023	THERMAL # STATISTICAL PHYSICS	3

Also required are 6.0 points total of advanced lab work, preferably:

PHYS BC3086 & PHYS BC3088	QUANTUM PHYSICS LABORATORY and ADV ELECTROMAGNETISM LAB (taken concurrently with their cognate lecture courses, which are PHYS BC3006 and PHYS UN3007 respectively.)	6

Alternatively, in lieu of PHYS BC3088, students may opt for Electronics Lab PHYS UN3083 or a 3pt combination of PHYS UN3081 and PHYS BC3082.

The student must take a Computer Science class. We recommend		3
COMS W1004	PROGRAMMING IN JAVA	3
COMS W1005	INTRO-COMPUT SCI/PROG-MATLAB	3
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI	3.00
ASTR GU4260	MODELING THE UNIVERSE	3.00
EESC BC3050	BIG DATA WITH PYTHON	3
COMS BC1016	Introduction to Computational Thinking and Data Science	3.00
PHYS UN3083	ELECTRONICS LABORATORY	3

*** This is an 11 course minimum for the standard major described above.**

Students planning to study Physics in graduate school are strongly encouraged to include 4000-level electives in their program. Students are expected to complete the calculus I-IV sequence by the end of the second year, as Calculus courses will be pre-requisites to many of the upper-level classes. Other Calculus options include Honors Math A-B, Accelerated Multivariable Calculus, and Multivariable Calculus for Engineering and Applied Science. Additional work in mathematics is recommended; e.g. Math UN1210: Linear Algebra, APMA E3102: Applied Mathematics II.

Substitutions:

While we recommend students take the Barnard sequence, in lieu of the two introductory courses BC2001 & 2002, a 2-semester Columbia introductory sequence acceptable for the physics major in Columbia College can be substituted (e.g. PHY UN1601-2) combined with BC2009 and BC2019, which are the lab only sections for the Barnard introductory sequence. If you choose to take the 2-semester Columbia sequence, please consult with an advisor in the Barnard Physics and Astronomy department as soon as possible. Note that PHY UN1201-2 is not acceptable for the major.

If a student opts to take the accelerated 2-semester Columbia College sequence PHY UN2801-2, we strongly encourage that student to seek advice from the Chair of the Barnard Physics Department to determine the remainder of required courses for the major.

Any other substitutions to the major may require a Degree Audit Change. A student should seek advice from their Physics advisor and/or the Chair of the Barnard Physics Department.

NOTE: A Physics major pursuing a Math Sciences minor should take electronics lab; otherwise, two distinct COMS courses are necessary.

Interdisciplinary Major

A special major in astrophysics can be arranged. A student interested in astrophysics 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.

Requirements for the Astronomy Minor

2 semesters of Physics with Lab (7-9 pts)

*Students who are majoring in science can omit one semester of 1-1.5 pts of Physics Lab.

4 courses in astronomy or astrophysics at the 2000 level or above. (12 pts)

*One of these courses can be replaced by two 1000-level Astronomy courses.

*An additional 3 pts of physics at the 3000 level or above can substitute for 3 points of astronomy.

Astronomy Courses

ASTR BC1753 LIFE IN THE UNIVERSE. 3.00 points.

An introductory course intended primarily for nonscience majors. This interdisciplinary course focuses on the subject of Lfe in the Universe. We will study historical astronomy, gravitation and planetary orbits, the origin of the chemical elements, the discoveries of extrasolar planets, the origin of life on Earth, the evolution and exploration of the Solar System, global climate change on Venus, Mars and Earth, and the Search for Extraterrestrial Life (SETI). You cannot receive credit for this course and for ASTR UN1403 or ASTR UN1453. Can be paired with the optional Lab class ASTR UN1903

Spring 2025: ASTR BC1753					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1753	001/00430	T Th 2:40pm - 3:55pm 408 Zankel	Nicholas Luber	3.00	142/140
Fall 2025: ASTR BC1753					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1753	001/00877	T Th 2:40pm - 3:55pm LI003 Barnard Hall	Nicholas Luber	3.00	116/118

ASTR BC1754 Stars, Galaxies, and Cosmology. 3 points.

BC: Fulfillment of General Education Requirement: Quantitative and Deductive Reasoning (QUA).

Prerequisites: Recommended preparation: A working knowledge of high school algebra.

Corequisites: Suggested parallel laboratory course: ASTR C 1904y. Examines the properties of stars, star formation, stellar evolution and nucleosynthesis, the Milky Way and other galaxies, and the cosmological origin and evolution of the universe. Students may not receive credit for both ASTR BC 1754 and ASTR C1404.

ASTR UN1234 UNIVERSAL TIMEKEEPER. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: high school algebra and latent curiosity are assumed. The goal of the course is to illustrate – and perhaps even inculcate – quantitative and scientific reasoning skills. The subject material employed in this task is the study of atoms and their nuclei which, through a wide variety of physical and chemical techniques, can be used to reconstruct quantitatively the past. Following an introduction to atoms, light, and energy, we will explore topics including the detection of art forgeries, the precise dating of archeological sites, a reconstruction of the development of agriculture and the history of the human diet, the history of past climate (and its implications for the future), the history and age of the Earth, and the history of the Universe

Spring 2025: ASTR UN1234					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1234	001/14272	M W 2:40pm - 3:55pm 402 Chandler	David Helfand	3.00	43/80
ASTR 1234	AU1/18497	M W 2:40pm - 3:55pm Othr Other	David Helfand	3.00	6/6
Fall 2025: ASTR UN1234					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1234	001/12551	M W 2:40pm - 3:55pm 141 Uris Hall	David Helfand	3.00	15/60
ASTR 1234	AU1/17979	M W 2:40pm - 3:55pm Othr Other	David Helfand	3.00	14/20

ASTR UN1403 EARTH, MOON, AND PLANETS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

Prerequisites: 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. Major planets, the earth-moon system, minor planets, comets. Life in the solar system and beyond. This course is similar to ASTR BC 1753. You cannot enroll in both courses and receive credit for both

Fall 2025: ASTR UN1403					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1403	001/13122	T Th 1:10pm - 2:25pm 313 Fayerweather	James Applegate	3.00	29/75

ASTR UN1404 STARS, GALAXIES # COSMOLOGY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Distances to, and fundamental properties of, nearby stars; nucleosynthesis and stellar evolution; novae and supernovae; galaxies; the structure of the universe and theories concerning its origin, evolution, and ultimate fate. You can only receive credit for ASTR UN1404 if you have not taken ASTR BC1754, ASTR UN1420 or ASTR UN1836

ASTR UN1420 Galaxies and Cosmology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Galaxies contain stars, gas dust, and (usually) super-massive black holes. They are found throughout the Universe, traveling through space and occasionally crashing into each other. This course will look at how these magnificent systems form and evolve, and what they can tell us about the formation and evolution of the Universe itself. You cannot enroll in ASTR UN1420 in addition to ASTR BC1754 or ASTR UN1404 and receive credit for both.

ASTR UN1453 ANOTHER EARTH. 3.00 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 UN1610 THEOR-UNIVERS:BABYLON-BIG BANG. 3.00 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

Fall 2025: ASTR UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1610	001/12552	M W 1:10pm - 2:25pm 417 Mathematics Building	Frederik Paerels	3.00	49/60
ASTR 1610	AU1/17980	M W 1:10pm - 2:25pm Othr Other	Frederik Paerels	3.00	16/16

ASTR UN1836 STARS AND ATOMS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: recommended preparation: a working knowledge of high school algebra.

Prerequisites: recommended preparation: a working knowledge of high school algebra. What is the origin of the chemical elements? This course addresses this question, starting from understanding atoms, and then going on to look at how atoms make stars and how stars make atoms. The grand finale is a history of the evolution of the chemical elements throughout time, starting from the Big Bang and ending with YOU. You cannot enroll in ASTR UN1836 in addition to ASTR BC1754 or ASTR UN1404 and receive credit for both

Spring 2025: ASTR UN1836

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1836	001/14275	T Th 1:10pm - 2:25pm 702 Hamilton Hall	James Applegate	3.00	49/80

ASTR UN1903 ASTRONOMY LAB I. 1.00 point.

Laboratory for ASTR UN1403. Projects include observations with the departments telescopes, computer simulation, laboratory experiments in spectroscopy, and the analysis of astronomical data. Lab 1 ASTR UN1903 - goes with ASTR BC1753, ASTR UN1403 or ASTR UN1453

Spring 2025: ASTR UN1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/11204	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Greg Bryan, Stephen Coffey	1.00	20/20
ASTR 1903	002/11205	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Greg Bryan, Justin Vega	1.00	19/20

Fall 2025: ASTR UN1903

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1903	001/12553	M 6:00pm - 9:00pm 1402 Pupin Laboratories	Joel Meyers, Mary Putman	1.00	13/15
ASTR 1903	002/12554	T 7:00pm - 10:00pm 1402 Pupin Laboratories	Mary Putman, Joel Meyers	1.00	13/15
ASTR 1903	003/20424	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Mary Putman, Forrest Weintraub	1.00	5/10

ASTR UN1904 ASTRONOMY LAB II. 1.00 point.

Laboratory for ASTR UN1404. Projects include use of telescopes, laboratory experiments in the nature of light, spectroscopy, and the analysis of astronomical data. Lab 2 ASTR UN1904 - goes with ASTR BC1754 or ASTR UN1404 (or ASTR UN1836 or ASTR UN1420)

Spring 2025: ASTR UN1904

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 1904	001/11206	W 6:00pm - 9:00pm 1402 Pupin Laboratories	Fred Angelo Garcia, Greg Bryan	1.00	7/14

ASTR UN2001 INTRO TO ASTROPHYSICS I. 3.00 points.

Prerequisites: a working knowledge of calculus. Corequisites: a course in calculus-based general physics. 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, and interacting binary stars

Fall 2025: ASTR UN2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2001	001/12555	M W 2:40pm - 3:55pm 608 Martin Luther King Building	Jane Huang	3.00	23/30

ASTR UN2002 INTRO TO ASTROPHYSICS II. 3.00 points.

Prerequisites: a working knowledge of calculus.

Prerequisites: a working knowledge of calculus. Corequisites: the second term of a course in calculus-based general physics. Continuation of ASTR UN2001; 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, and cosmology

Spring 2025: ASTR UN2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2002	001/14277	M W 1:10pm - 2:25pm 602 Northwest Corner	Frederik Paerels	3.00	28/30

ASTR UN2900 FRONTIERS OF ASTROPHYSICS. 1.00 point.

Several members of the faculty each offer a brief series of talks providing context for a current research topic in the field and then present results of their ongoing research. Opportunities for future student research collaboration are offered. Grading is Pass/Fail

Fall 2025: ASTR UN2900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 2900	001/12556	F 10:10am - 11:25am 829 Seeley W. Mudd Building	Lorenzo Sironi	1.00	24/30

ASTR UN3101 MODERN STELLAR ASTROPHYSICS. 3.00 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 UN3102 Planetary Dynamics and Physics of the Solar System. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

The physics and astrophysics of planets, comets, asteroids, natural and artificial satellites, and pretty much anything in the Solar System - including the Sun. Detailed study of the Earth's atmosphere and oceans: circulations, climate, and weather. Orbital dynamics. The emerging science of extrasolar planets. The origin, evolution, and eventual fate of planets.

ASTR UN3103 GALAXIES. 3.00 points.

Prerequisites: one year of calculus-based general physics. Prerequisites: one year of calculus-based general physics. Galaxies fill the universe with structure. They are bound objects that harbor stars, gas, dust and dark matter. This course will discuss the content and structure of galaxies. It will start with the Milky Way, a rotating spiral galaxy, with a particular emphasis on the properties of the interstellar medium. Dwarf galaxies, the building blocks of larger galaxies, will subsequently be discussed, followed by spiral, elliptical and irregular galaxies. The formation and evolution of these different galaxy types will be an important focus of the course, as well as the environment in which the galaxies reside. We will intersperse reviews of current papers on galaxies throughout the semester

Spring 2025: ASTR UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3103	001/14281	M W 10:10am - 11:25am 602 Northwest Corner	Mary Putman	3.00	9/25
ASTR 3103	AU1/18498	M W 10:10am - 11:25am Othr Other	Mary Putman	3.00	3/3

ASTR UN3105 EXOPLANETS AND ASTROBIOLOGY. 3.00 points.

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.

Spring 2025: ASTR UN3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3105	001/14283	T Th 2:40pm - 3:55pm 307 Uris Hall	Jane Huang	3.00	10/30

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 W1403, ASTR W1404, ASTR W1420, ASTR W1836, ASTR W2001, ASTR W2002, ASTR BC1753, and 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 UN3273 HIGH ENERGY ASTROPHYSICS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics. No previous, \nastronomy background required.

A survey of the most energetic and explosive objects in the Universe and their radiation. Topics include: techniques of X-ray and gamma-ray astronomy; observations of neutron stars (pulsars) and black holes; accretion disks and relativistic jets; supernovae, supernova remnants, gamma-ray bursts, quasars and active galactic nuclei; clusters of galaxies; cosmic rays and neutrinos.

ASTR UN3602 PHYSICAL COSMOLOGY. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: one year of calculus-based general physics.
 Prerequisites: one year of calculus-based general physics. The standard hot big bang cosmological model and modern observational results that test it. Topics include the Friedmann equations and the expansion of the universe, dark matter, dark energy, inflation, primordial nucleosynthesis, the cosmic microwave background, the formation of large-scale cosmic structures, and modern cosmological observations
 Fall 2025: ASTR UN3602

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3602	001/12557	T Th 10:10am - 11:25am 608 Martin Luther King Building	Greg Bryan	3.00	15/30
ASTR 3602	AU1/17981	T Th 10:10am - 11:25am Othr Other	Greg Bryan	3.00	4/5

ASTR UN3646 OBSERVATIONAL ASTRONOMY. 3.00 points.

Prerequisites: one year of general astronomy.
 Prerequisites: one year of general astronomy Introduction to the basic techniques used in obtaining 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

Spring 2025: ASTR UN3646

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3646	001/14285	Th 7:00pm - 9:30pm 1402 Pupin Laboratories	David Schiminovich	3.00	20/20

ASTR UN3985 Statistics and the Universe (Seminar). 3 points.

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 ASTROPHYS. 2.00 points.

Prerequisites: two semesters of astronomy classes and two semesters of physics classes.

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

Fall 2025: ASTR UN3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ASTR 3996	001/13723	F 2:10pm - 3:25pm 1332 Pupin Laboratories	Marcel Agueros	2.00	7/20
ASTR 3996	001/13723	W 4:00pm - 5:00pm 1332 Pupin Laboratories	Marcel Agueros	2.00	7/20

ASTR GU4302 General Relativity, Black Holes, and Cosmology. 3 points.

CC/GS: Partial Fulfillment of Science Requirement

Einstein's General Theory of Relativity replaced Newtonian gravity with an elegant theory of curved spacetime. Einstein's theory led to unforeseen and unnerving predictions of singularities and cosmological instabilities. Nearly a century later, these mathematical oddities have been confirmed astrophysically in the existence of black holes, an expanding universe, and a big bang. The course will cover Einstein's General Theory, beginning with special relativity, with an emphasis on black holes and the big bang.

Physics Courses

PHYS BC2001 MECHANICS - LECTURE LAB. 4.50 points.

Corequisites: Calculus I or the equivalent Fundamental laws of mechanics. Kinematics, Newtons laws, work and energy, conservation laws, collisions, rotational motion, oscillations, gravitation. PLEASE NOTE: Students who take PHYS BC2001 may not get credit for PHYS BC2009 or PHYS BC2010

Fall 2025: PHYS BC2001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2001	001/00082	T Th 10:10am - 11:25am LI002 Milstein Center	Janna Levin, Stiliana Savin	4.50	68/80

PHYS BC2002 ELECTRICITY#MAGNETISM-LEC LAB. 4.50 points.

Charge, electric field, and potential. Gauss's law. Circuits: capacitors and resistors. Magnetism and electromagnetism. Induction and inductance. Alternating currents. Maxwell's equations. This is a calculus-based class. Familiarity with derivatives and integrals is needed. PLEASE NOTE: Students who take PHYS BC2002 may not get credit for PHYS BC2019 or PHYS BC2020

Spring 2025: PHYS BC2002

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2002	001/00431	T Th 10:10am - 11:25am 304 Barnard Hall	Stiliana Savin, Paul Sutter	4.50	45/75

PHYS BC3001 CLASSICAL WAVES - LECTURE LAB. 5.00 points.

Prerequisites: Physics BC2002 or the equivalent. Corequisites: Calculus III. Nonlinear pendula, transverse vibrations-elastic strings, longitudinal sound waves, seismic waves, electromagnetic oscillations - light, rainbows, haloes, the Green Flash; polarization phenomena - Haidingers Brush, Brewsters angle, double refraction, optical activity; gravity - capillary waves; interference, diffraction, lenses - mirrors. PLEASE NOTE: Students who take PHYS BC3001 may not receive credit for PHYS BC3010

Fall 2025: PHYS BC3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3001	001/00767	T Th 10:00am - 11:30am 227 Pupin Laboratories	Timothy Halpin-Healy	5.00	16/20
PHYS 3001	001/00767	F 10:00am - 2:00pm 227 Pupin Laboratories	Timothy Halpin-Healy	5.00	16/20

PHYS BC3006 QUANTUM PHYSICS. 3.00 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 2025: PHYS BC3006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3006	001/00434	T Th 10:10am - 11:25am 140 Horace Mann Hall	Reshmi Mukherjee	3.00	15/20

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 BC3086 QUANTUM PHYSICS LABORATORY. 3.00 points.

Experiments illustrating phenomenological aspects of the early quantum theory: (i) Hydrogenic Spectra: Balmer Series - Bohr-Sommerfeld Model; (ii) Photoelectric Effect: Millikans 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

Spring 2025: PHYS BC3086

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3086	001/00435	W 4:00pm - 8:00pm Room TBA	Reshmi Mukherjee	3.00	12/12

PHYS BC3088 ADV ELECTROMAGNETISM LAB. 3.00 points.

Classical electromagnetic wave phenomena via Maxwells equations, including: (i) Michaelson and Fabry-Perot Interferometry, as well as a thin-film interference and elementary dispersion theory; (ii) Fraunhofer Diffraction (and a bit of Fresnel); (iii) Wireless Telegraphy I: AM Radio Receivers; and (iv) Wireless Telegraphy II: AM Transmitters. Last two labs pay homage to relevant scientific developments in the period 1875-1925, from the discovery of Hertzian waves to the Golden Age of Radio. Complements PHYS W3008 Electromagnetic Waves and Optics

Spring 2025: PHYS BC3088

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3088	001/00438	F 10:30am - 12:00pm 203 Diana Center	Stiliana Savin	3.00	5/12

PHYS BC3900 SUPERVISED INDIVIDUAL RESEARCH. 1.00-5.00 points.

Prerequisites: Permission of the departmental representative required. For specially selected students, the opportunity to do a research problem in contemporary physics under the supervision of a faculty member. Each year several juniors are chosen in the spring to carry out such a project beginning in the autumn term. A detailed report on the research is presented by the student when the project is complete

Spring 2025: PHYS BC3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3900	001/00437		Timothy Halpin-Healy	1.00-5.00	6/5

Fall 2025: PHYS BC3900

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3900	001/00769		Timothy Halpin-Healy	1.00-5.00	8/10

PHYS UN1001 PHYSICS FOR POETS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: high school algebra.

Prerequisites: high school algebra. This course does not fulfill the physics requirement for admission to medical school. No previous background in physics is expected. An introduction to physics taught through the exploration of the scientific method, and the application of physical principles to a wide range of topics from quantum mechanics to cosmology

PHYS UN1201 GENERAL PHYSICS I. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: some basic background in calculus or be concurrently taking *MATH V1101x* Calculus I.

Prerequisites: some basic background in calculus or be concurrently taking MATH UN1101 Calculus I. The accompanying laboratory is PHYS UN1291-UN1292 The course will use elementary concepts from calculus. The accompanying laboratory is PHYS UN1291 - UN1292. Basic introduction to the study of mechanics, fluids, thermodynamics, electricity, magnetism, optics, special relativity, quantum mechanics, atomic physics, and nuclear physics

Spring 2025: PHYS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/13441	M W 4:10pm - 5:25pm 428 Pupin Laboratories	Gabriel Perez-Giz	3.00	125/145

Fall 2025: PHYS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1201	001/13036	M W 11:40am - 12:55pm 301 Pupin Laboratories	P. Michael Tuts	3.00	189/200
PHYS 1201	002/13037	T Th 2:40pm - 3:55pm 301 Pupin Laboratories	Jeremy Dodd	3.00	155/200

PHYS UN1202 GENERAL PHYSICS II. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: *PHYS W1201*, and some background in calculus or be concurrently taking *MATH V1101x* Calculus I.

Prerequisites: This course will use elementary concepts from calculus.

Students should therefore have had some high school calculus, or be concurrently enrolled in MATH UN1101. Taken with accompanying lab PHYS UN1291- PHYS UN1292, the sequence PHYS UN1201- PHYS UN1202 satisfies requirements for medical school. Electricity, magnetism, optics, and modern physics

Spring 2025: PHYS UN1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1202	001/13442	M W 11:40am - 12:55pm 301 Pupin Laboratories	P. Michael Tuts	3.00	173/170
PHYS 1202	003/13443	T Th 2:40pm - 3:55pm 301 Pupin Laboratories	Jeremy Dodd	3.00	137/170

PHYS UN1291 GENERAL PHYSICS I LAB. 1.00 point.Same course as *PHYS W1291x*, but given off-sequence.

Corequisites: PHYS UN1201

Corequisites: PHYS UN1201 This course is the laboratory for the corequisite lecture course and can be taken only during the same term as the corresponding lecture

Spring 2025: PHYS UN1291

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1291	001/13628	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291	002/13629	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	10/15
PHYS 1291	003/13631	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Rebecca Grossman	1.00	12/15
PHYS 1291	004/13632	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	10/15
PHYS 1291	005/13634	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri, Rebecca Grossman	1.00	14/15
PHYS 1291	006/13635	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	10/15
PHYS 1291	007/13636	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1291	008/13637	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	11/15

Fall 2025: PHYS UN1291

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1291	001/13360	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291	002/13361	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1291	003/13362	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291	004/13363	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291	005/13364	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291	007/13366	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1291	008/13368	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291	009/13369	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1291	010/13370	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15
PHYS 1291	011/13372	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291	013/13374	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291	014/13375	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1291	015/13376	W 4:10pm - 7:10pm 5th Flr Pupin	Giuseppina Cambareri	1.00	14/15

PHYS UN1292 GENERAL PHYSICS II LABORATORY. 1.00 point.

Corequisites: PHYS UN1201, PHYS UN1202

Corequisites: PHYS UN1201, PHYS UN1202 This course is the laboratory for the corequisite lecture course (PHYS UN1201 - PHYS UN1202) and can be taken only during the same term as the corresponding lecture

Spring 2025: PHYS UN1292

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1292	001/13650	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1292	002/13652	M 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1292	003/13653	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15
PHYS 1292	004/13655	M 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15
PHYS 1292	005/13656	M 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1292	007/13657	T 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1292	009/13659	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1292	010/13660	T 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15
PHYS 1292	011/13661	T 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15
PHYS 1292	013/13663	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1292	014/13664	W 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1292	015/13666	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1292	016/13668	W 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1292	017/13669	W 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1292	018/13670	Th 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	13/15
PHYS 1292	020/13673	Th 4:10pm - 7:10pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	15/15
PHYS 1292	022/13674	Th 7:30pm - 10:30pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	14/15
PHYS 1292	025/13675	F 1:00pm - 4:00pm 5th Flr Pupin Laboratories	Giuseppina Cambareri	1.00	12/15

PHYS UN1401 INTRO TO MECHANICS # THERMO. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Corequisites: MATH UN1101

Corequisites: MATH UN1101 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. Corequisite: MATH UN1101 or the equivalent

Fall 2025: PHYS UN1401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1401	001/13039	M W 10:10am - 11:25am 301 Pupin Laboratories	Eric Raymer	3.00	147/150
PHYS 1401	002/13040	M W 2:40pm - 3:55pm 301 Pupin Laboratories	Eric Raymer	3.00	150/150
PHYS 1401	003/13041	T Th 10:10am - 11:25am 301 Pupin Laboratories	Emlyn Hughes	3.00	141/150

PHYS UN1402 INTRO ELEC/MAGNETISM # OPTCS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: PHYS UN1401 *PHYS W1401*.

Corequisites: MATH UN1102

Prerequisites: PHYS W1401. Corequisites: MATH V1102 or the equivalent. Electric fields, direct currents, magnetic fields, alternating currents, electromagnetic waves, polarization, geometrical optics, interference, and diffraction

Spring 2025: PHYS UN1402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 1402	001/13444	M W 10:10am - 11:25am 301 Pupin Laboratories	Georgia Karagiorgi	3.00	123/140
PHYS 1402	002/13445	M W 1:10pm - 2:25pm 301 Pupin Laboratories	Eric Raymer	3.00	138/140
PHYS 1402	003/13446	T Th 10:10am - 11:25am 301 Pupin Laboratories	Massimiliano Riva	3.00	125/130

PHYS UN2801 ACCELERATED PHYSICS I. 4.50 points.

Prerequisites: Advanced Placement in physics and mathematics, or the equivalent, and the instructor's permission. (A special placement meeting is held during Orientation.)

Prerequisites: Advanced Placement in physics and mathematics, or the equivalent, and the instructor's permission. (A special placement meeting is held during Orientation.) This accelerated two-semester sequence covers the subject matter of PHYS UN1601, PHYS UN1602 and PHYS UN2601, and is intended for those students who have an exceptionally strong background in both physics and mathematics. The course is preparatory for advanced work in physics and related fields. There is no accompanying laboratory; however, students are encouraged to take the intermediate laboratory, PHYS UN3081, in the following year

Fall 2025: PHYS UN2801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2801	001/13045	T Th 10:10am - 12:00pm 329 Pupin Laboratories	Yury Levin	4.50	44/70

PHYS UN2802 ACCELERATED PHYSICS II. 4.50 points.Prerequisites: PHYS UN2801 *PHYS W2801*.

Prerequisites: PHYS UN2801 This accelerated two-semester sequence covers the subject matter of PHYS UN1601, PHYS UN1602 and PHYS UN2601, and is intended for those students who have an exceptionally strong background in both physics and mathematics. The course is preparatory for advanced work in physics and related fields. There is no accompanying laboratory; however, students are encouraged to take the intermediate laboratory, PHYS UN3081, in the following year

Spring 2025: PHYS UN2802

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 2802	001/13448	T Th 10:10am - 12:00pm 329 Pupin Laboratories	Yury Levin	4.50	27/50
PHYS 2802	AU1/20727	T Th 10:10am - 12:00pm Othr Other	Yury Levin	4.50	1/10

PHYS UN3003 MECHANICS. 3.00 points.

Prerequisites: general physics, and differential and integral calculus.

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 Lagranges formulation of mechanics, coupled oscillators, and normal modes

Spring 2025: PHYS UN3003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3003	001/13449	T Th 1:10pm - 2:25pm 329 Pupin Laboratories	Cory Dean	3.00	67/75

PHYS UN3007 ELECTRICITY-MAGNETISM. 3.00 points.

Prerequisites: general physics, and differential and integral calculus.

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 2025: PHYS UN3007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3007	001/13046	T Th 1:10pm - 2:25pm 329 Pupin Laboratories	Alberto Nicolis	3.00	86/90

PHYS UN3008 ELECTROMAGNETIC WAVES # OPTICS. 3.00 points.Prerequisites: PHYS UN3008 *PHYS W3007*.

Prerequisites: PHYS UN3008 Maxwells 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 2025: PHYS UN3008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3008	001/13450	M W 10:10am - 11:25am 329 Pupin Laboratories	William Zajc	3.00	66/75

PHYS UN3083 ELECTRONICS LABORATORY. 3.00 points.

Enrollment limited to the capacity of the laboratory.

Prerequisites: PHYS UN3003 or PHYS UN3007 *PHYS W3003* or *W3007*.

May be taken before or concurrently with this course.

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 2025: PHYS UN3083

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3083	001/13452	M W 1:10pm - 4:00pm 5th Flr Pupin Laboratories	John Parsons	3.00	12/14

Fall 2025: PHYS UN3083

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 3083	001/13051	M W 1:10pm - 4:00pm 5th Flr Pupin Laboratories	John Parsons	3.00	15/14

PHYS GU4003 ADVANCED MECHANICS. 3.00 points.Prerequisites: differential and integral calculus, differential equations, and *PHYS W3003* or the equivalent.

Prerequisites: differential and integral calculus, differential equations, and PHYS UN3003 or the equivalent. Lagranges formulation of mechanics, calculus of variations and the Action Principle, Hamiltons formulation of mechanics, rigid body motion, Euler angles, continuum mechanics, introduction to chaotic dynamics

Spring 2025: PHYS GU4003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4003	001/13455	T Th 1:10pm - 2:25pm 420 Pupin Laboratories	Brian Cole	3.00	27/50

PHYS GU4021 QUANTUM MECHANICS I. 3.00 points.Prerequisites: PHYS UN3003 and PHYS UN3007 *W3003*, *W3007*, *BC3006*.

Prerequisites: PHYS UN3003 and PHYS UN3007 Formulation of quantum mechanics in terms of state vectors and linear operators. Three dimensional spherically symmetric potentials. The theory of angular momentum and spin. Identical particles and the exclusion principle. Methods of approximation. Multi-electron atoms

Fall 2025: PHYS GU4021

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4021	001/13055	M W 11:40am - 12:55pm 329 Pupin Laboratories	Alfred Mueller, Giuseppina Cambareri	3.00	87/90

PHYS GU4022 QUANTUM MECHANICS II. 3.00 points.

Prerequisites: PHYS GU4021. 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

Spring 2025: PHYS GU4022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4022	001/13457	M W 11:40am - 12:55pm 329 Pupin Laboratories	Alfred Mueller, Giuseppina Cambareri	3.00	69/70

PHYS GU4023 THERMAL # STATISTICAL PHYSICS. 3.00 points.

Prerequisites: PHYS GU4021 *PHYS W4021* or the equivalent.

Prerequisites: PHYS GU4021 or the equivalent. 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

Fall 2025: PHYS GU4023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHYS 4023	001/13056	T Th 10:10am - 11:25am 214 Pupin Laboratories	Tanya Zelevinsky	3.00	53/60

Cross-Listed Courses

Physics

PHYS UN3002 From Quarks To the Cosmos: Applications of Modern Physics. 3.5 points.

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.

Physical Education

200 Barnard Annex

212-854-2085

Department Administrator: Karen Arciola

Mission

The Physical Education Department subscribes fully to the College's commitment to help students 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, 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.

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 Associate: Laura Masone (on leave Fall 2025)

Associate: Melanie Rodriguez

Term Associate: Cindy Lanzas, Eliana Laessig

Adjunct Associates: Stephen Shulman, India Choquette, Talese Hunt

Degree Requirement

One Physical Education course is required for the General Education requirement and must be completed by the end of the First Year. One additional point of elective Physical Education may be counted towards the 122 points required for graduation, if space is available. 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.

Dance technique courses also fulfill the Physical Education requirement. Some Dance courses receive a letter grade as opposed to an automatic pass/fail grade. Consult the Dance Department for more information.

The Physical Education requirement may be fulfilled through satisfactory participation on an intercollegiate athletic team (including the cheerleading and dance teams). A student participating on an intercollegiate team must add the team course number on their program.

Students with Disabilities:

Both disabled and non-disabled students at Barnard are expected to complete the one semester physical education requirement by the end of the first year. Students with permanent or temporary disabilities will be individually advised and placed in a suitable activity, based upon the recommendations of the Director of the Center for Accessibility Resources and Disability Services (CARDS).

Prior to Physical Education course registration, students with disabilities are encouraged to discuss their needs with the Director of the Center for Accessibility Resources and Disability Services (CARDS) or Chair of the Physical Education Department. Priority registration may be offered on a case-by-case basis to students who need to enroll in a particular class for disability-related reasons.

All students with disabilities should self-identify to their Physical Education instructors as soon as possible in the semester and discuss any disability-related needs they may have. Please register with CARDS if you have not previously done so. You may also want to consult with your private clinician and/or a clinician from the Student Health Service regarding your particular situation.

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.

Extracurricular Fitness: Recreational use of the LeFrak Center for Well-being Fitness Center and Fitbear group fitness program is encouraged. All Barnard 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. Sixteen varsity sports are currently sponsored: archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, squash, 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 during the assigned Registration window. Information is available in the Registrar's Office or website.

Cross Registration: Barnard students may receive credit for a Columbia Physical Education course, if space is available. Admittance is at the discretion of the Columbia Physical Education Chair.

MIND/BODY COURSES

BEGINNING 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.

PILATES MAT (PHED BC1532)

A combination of Pilates-based mat exercises class to strengthen core and sculpting techniques for entire body using various equipment. Emphasis on proper breathing and alignment.

TAI CHI (PHED BC1691)

MUSCULAR STRENGTH/ENDURANCE COURSES

BODY SCULPTING (PHED BC1581)

Muscle definition exercises using weights, bands and bars for the whole body, set to music.

Cardio Circuits (PHED BC1592)

A studio-based course designed to improve cardiovascular fitness, endurance, and overall health. Through a variety of high-energy workouts, participants will utilize dumbbells, resistance bands, and bodyweight exercises to enhance their cardiovascular training. This course features dynamic routines, including aerobic workouts, interval and circuit training, and strength-infused cardio sessions, all tailored to accommodate varying fitness levels.

SPECIAL COURSES

FITNESS OUTSIDE (PHED BC1550)

This fitness course is held completely outside ... uses no electricity or technology ... and highlights the outdoor experience to promote good

health, improve brain function, focus and memory, reduce stress, and improve self-esteem and resilience. Students experience green space and nature with an immediate lowering of stress hormones thus boosting mood and happiness. This course is designed to provide the right amount of technique and motivation for every fitness level by combining light cardiovascular and muscular endurance exercises in an outdoor setting. Students must be willing to workout in public spaces.

Cross-Listed Courses Political Science

1113 Milstein
212-854-8422
polsci@barnard.edu

Department Administrator: Taylor Doran

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 paths toward peace, 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 all aspects of the international political system, including its development, institutions, procedures, and actors.

- Student learning outcome: after completing one or more courses in International Relations students should understand the basic structure of the international political system and how some of its institutions, procedures, and actors function.

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 Associate Department Chair.

Chair: Sheri E. Berman

Professors: Severine Autesserre, Sheri E. Berman, Alexander A. Cooley, Paula A. Franzese (Visiting), Xiaobo Lu, Kimberly Marten

Associate Professors: Ayten Gündoğdu, Michael G. Miller, Eduardo Moncada (Tow Associate Professor of Political Science)

Assistant Professors: Alyssa Battistoni, Sonya Chen, Katherine Krimmel

Other Officers of the University Offering Courses in Political Science:
[Columbia Political Science Faculty](#)

Requirements for the Major

A total of ten courses are necessary to complete the Political Science major.

- Three introductory lecture courses at the 1000-level or 3000-level from different subfields,
- Five elective courses,
- Two colloquia, taken in your final two semesters at Barnard

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 all aspects of the international political system, including its development, institutions, procedures, and actors.
- Political Theory: the study of the conceptual foundations of political systems and behavior.

The two 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 Associate [Departmental Chair](#) and
3. subsequent approval by the Associate 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.

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 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. To count for introductory course credit, these courses **MUST** be taken with Barnard faculty. Intro courses taken at Columbia will count toward your elective requirements only.

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 INTRO TO AMERICAN POLITICS or POLS UN1501 INTRO 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 ten courses for the major or the five for the minor.

Electives Requirement (five additional courses)

All political science courses emphasize social scientific reasoning and theory application. In addition, political science majors chose five 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 Five-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.
2. The Independent Study Option 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. 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 Associate Department Chair, a student may substitute a course in another department for one of the four elective courses. This course cannot be an introductory course and it must have significant political science content (use the Course Approval Request Form). Approval after the fact will not be granted.
4. Six of the 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 Associate Department Chair may grant an exception (use the Course Approval Request Form).

What does not fulfill the Five-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 Associate Department Chair, in consultation with

other faculty of the department, will not count toward the major or minor requirements.

Colloquium Requirement (two 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 two required colloquia. These colloquia feature intensive, small group discussions and a major research project, 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 major research project. Admission is limited to sixteen students. Students must have completed any required pre-requisite courses. Columbia seminars do not fulfill this requirement.

Your two capstone colloquia **MUST** be taken during your final two semesters at Barnard. Colloquia courses taken before your final two semesters will count toward your elective credits.

Requirements for the Combined Major

A student doing a combined major in Human Rights (p. 413) and Political Science must complete the full ten-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. 457) and Political Science must complete the full ten-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. 647) and Political Science must complete the full ten-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 Chair.) 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 minimum of 30-40 pages double-spaced;
- 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.

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 Associate Department Chair.

Faculty and Staff members designated to answer questions:

Michael Miller, Department Chair, mgmiller@barnard.edu

Xiaobo Lu, Professor and Associate Department Chair, xl29@columbia.edu

Taylor Doran, Department Administrator, (x 4-8422), polisci@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 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 all aspects of the international political system, including its development, institutions, procedures, and actors.

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 ten courses for the major or the five for the minor.

Introductory Courses

POLS UN1101 POLITICAL THEORY I. 4.00 points.

This course considers key questions at the foundation of political thought. What is justice? How do we justify the coercive power of states? Do we have an obligation to obey the government? Who should make and enforce the law? What basic rights and liberties should governments protect? How should our economic system produce and divide wealth and material resources? What are the claims of excluded or marginalized groups and how can these claims be addressed? We explore these questions through the works of several classical and contemporary political thinkers. A major goal of the course is to practice the skills needed to understand a political thinker's arguments and to construct one's own

POLS UN1201 INTRO TO AMERICAN POLITICS. 4.00 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

Spring 2025: POLS UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1201	001/13392	M W 8:40am - 9:55am 207 Mathematics Building	Michael Pomirchy	4.00	103/150

POLS UN1501 INTRO TO COMPARATIVE POLITICS. 4.00 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 2025: POLS UN1501

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1501	001/13344	T Th 8:40am - 9:55am 207 Mathematics Building	Benjamin McClelland	4.00	149/150

POLS UN1601 INTERNATIONAL POLITICS. 4.00 points.

This introductory course surveys key topics in the study of international politics, including the causes of war and peace; the efficacy of international law and human rights; the origins of international development and underdevelopment; the politics of global environmental protection; and the future of US-China relations. Throughout the course, we will focus on the interests of the many actors of world politics, including states, politicians, firms, bureaucracies, international organizations, and nongovernmental organizations; the interactions between them; and the institutions in which they operate. By the end of the semester, students will be better equipped to systematically study international relations and make informed contributions to critical policy debates

Spring 2025: POLS UN1601

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 1601	001/13377	T Th 6:10pm - 7:25pm 301 Uris Hall	Jayne Schlesinger	4.00	232/240

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.

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.

Fall 2025: POLS BC3025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3025	001/00647	M W 10:10am - 11:25am 203 Diana Center	Katherine Krimmel	3	30/40

POLS BC3031 THE AMERICAN PRESIDENCY. 3.00 points.

This course explores the role of the presidency in U.S. politics. Presidents have long been at the center of politics, yet the nature of the presidency has changed dramatically over time. The first part of the course will examine these long-run changes. It begins with debates over the form of the presidency at the U.S.'s founding and examines how the institution has been altered – and with what effects – at key historical moments. Having gained foundational historical knowledge during the first part of the course, the course's second part will focus on various theories of the presidency. These theories primarily address, in various ways, one primary question: which factors best explain presidential "success"? By the end of the course, students should be able to systematically assess contemporary presidential politics using various scholarly theories and by putting the president's actions into a broader historical context. The course, occurring during the 2020 presidential primaries, will also include "sidebars" in which we will discuss the election

POLS BC3254 FIRST AMENDMENT VALUES. 3.00 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.

Prerequisites: POLS W1201 or an equivalent. Not an introductory course. Not open to students who have taken the colloquium POLS BC3302. 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 2025: POLS BC3254

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3254	001/00329	M 4:10pm - 6:00pm 323 Milbank Hall	Paula Franzese	3.00	59/60

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](#). [Barnard syllabus](#).

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.

POLS BC3521 CIVIL RIGHTS #CIVIL LIBERTIES. 3.00 points.

Prerequisites: POLS W1201 or the equivalent. 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](#). [Barnard syllabus](#). 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 2025: POLS BC3521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3521	001/00008	M 4:10pm - 6:00pm 418 Barnard Hall	Paula Franzese	3.00	35/60

POLS BC3601 INTL LAW # U.N. IN PRACTICE. 4.00 points.**POLS UN3213 AMERICAN URBAN POLITICS. 3.00 points.**

This course examines the pattern of political development in urban America, as the countrys 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

Spring 2025: POLS UN3213

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3213	001/13394	M W 6:10pm - 7:25pm 329 Pupin Laboratories	Carlos Vargas-Ramos	3.00	53/90

POLS UN3250 VOTING # POLITICAL BEHAVIOR. 3.00 points.

Spring 2025: POLS UN3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3250	001/00891	T Th 5:40pm - 6:55pm LI002 Milstein Center	Michael Miller	3.00	82/100

Fall 2025: POLS UN3250

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3250	001/13994	T Th 10:10am - 11:25am 142 Uris Hall	Yamil Velez	3.00	94/100

POLS UN3290 VOTING AND AMERICAN POLITICS. 3.00 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.

POLS UN3560 PLCS URBAN DEV LATIN AMERICA. 3.00 points.

What shapes the ways cities develop politically and socioeconomically? Why do some cities become seeming "models" of urban governance whereas others struggle with perpetual corruption, inequality, and crime and violence? How do formal and informal political and social institutions interact to shape patterns of urban development? How do relations between cities and other levels of the state, including regional and national governments, impact local democracy and development? Are impoverished urban peripheries fertile grounds for political revolution? These are some of the questions that we will tackle in this course through a focus on urban politics and development in Latin America. Perceptions among both scholars and policymakers regarding Latin America's urbanization are polarized. Some see the region's development including innovative forms of governance, like participatory budgeting, social urbanism through participatory planning, and community policing. Others view the swift and unprecedented pace of clientelism, and violence. Our task this semester is to mediate between these two perspectives as we explore and analyze urban politics and development in the region.

POLS UN3565 DRUGS # POLITICS IN AMERICAS. 4.00 points.

A major challenge for governments across the Western Hemisphere is the complex relationship between illicit drugs, violence, and politics. We can see this relationship operating at multiple levels, from everyday politics in gang-controlled neighborhoods to the global arenas where governments debate and craft international drug policy. These links also reach back in history to global wars of empire and colonial rule, race relations during and following the collapse of the institution of slavery, and contemporary drug wars being waged across the Western Hemisphere and other parts of the world. Today, the dynamics and consequences of the politics of illicit drugs touch all our lives in different ways, including individual and family struggles with substance abuse, everyday encounters with militarized police, and the strains on democracy and citizenship, among many others. This course will examine some of these dynamics and consequences with a theoretical and empirical focus mainly on Latin America and the United States. Throughout our time together we will connect these pressing issues to broader theories, concepts and empirical findings in political science. The course is divided into several individual modules (denoted below with the headings A – G) under three overarching themes for this semester: 1. Politics of Drugs in a Historical Perspective: The first theme is a broad historical overview of the political origins of illicit drugs and the global drug regime. Some of the main questions we will tackle are: When and why did states label drugs as illicit? How did domestic and global politics come together to shape the global drug regime and the “war on drugs?” What role did race and gender play in the early social construction of illicit drugs? 2. Illicit Drugs, Politics and Governance: The second theme focuses on contemporary linkages between illicit drugs, violence, and politics. Here we will examine the conditions under which illicit drug markets are either violent or (relatively) peaceful. We will tackle questions like: Do states always seek to dismantle drug markets? What is the relationship between illicit drugs and electoral politics? What role do illicit drugs play in governance by armed non-state actors? Are states and criminal actors involved in the drug trade always at “war” with each other? 3. Democracy, Citizenship, and the War on Drugs: The third and final theme centers on the political consequences of the war on drugs for questions of democracy and citizenship in the Western Hemisphere. Some of the questions that will help us make sense of these consequences are: How does the war on drugs impact democracy and citizenship? What is the political economy of imprisonment? And in what ways do imprisonment and police-citizen interactions – stemming from the war on drugs – shape individual and collective political behavior and political subjectivity?

Fall 2025: POLS UN3565

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3565	001/00688	M W 10:10am - 11:25am 405 Milbank Hall	Eduardo Moncada	4.00	69/90

POLS UN3604 War, Peace, and International Interventions in Africa. 4 points.

This course analyzes the causes of violence in wars and 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 and international conflicts.

POLS UN3706 EMPIRICAL RESEARCH METHODS IN POLITICAL SCIENCE. 4.00 points.

Prerequisites: At least sophomore standing recommended. Corequisites: Computer Lab: TBD (50 minutes per week). Enrollment limited to 40 students: "L" sign-up through eBear. Not an introductory-level course. Barnard syllabus. 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 GU4428 EUROPEAN POLITICAL DEVELOPMENT. 4.00 points.

Prerequisites: Course in European history or political science or relevant comparative politics courses. Prerequisites: Course in European history or political science or relevant comparative politics courses. This is an upper-level course in European political development. It is designed for undergraduates who already have some exposure to European history and politics and graduate students. The course will analyze important theoretical works, and debates about, the evolution of European political systems and institutions since the Second World War and place the European experience in comparative perspective

POLS GU4875 Russia and the West. 4 points.

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.

Colloquia

POLS BC3019 AMERICAN POLITICAL DEVELOPMENT. 4.00 points.

Prerequisites: (POLS UN1201) Prerequisites: (POLS UN1201) In this survey of American political development, we will discuss how and why major institutions and policies emerged, why they took certain forms, when and why they have changed over time, and what kinds of factors limit change. We will also discuss how policies, in turn, shape citizens and institutions

Fall 2025: POLS BC3019

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3019	001/00646	M 2:10pm - 4:00pm 613 Milstein Center	Katherine Krimmel	4.00	8/12

POLS BC3026 Gun Politics in the United States. 4 points.

Prerequisites: (pols un1201) or approved substitute for 1201 This course examines the politics of guns from a number of different angles. We will critically assess the multitude of direct and indirect explanations of gun control politics that have been offered by scholars and informed observers, including those related to interest groups, political parties, and mass political behavior.

POLS BC3055 * Colloquium on Political Violence and Terrorism. 4 points.**Not offered during 2024-2025 academic year.**Prerequisites: POLS V1501 or POLS V1601 or the equivalent.Admission by application through the Barnard department only.Enrollment limited to 16 students. Barnard syllabus.

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.

POLS BC3118 COLL:PROBLMS IN INTNL SECURITY. 4.00 points.Prerequisites: POLS V1501 or POLS V1601 or the equivalent.Admission by application through the Barnard department only.Enrollment limited to 16 students. Barnard syllabus.

Prerequisites: POLS V1501 or POLS V1601 or the equivalent.

Admission by application through the Barnard department only.

Enrollment limited to 16 students. Barnard syllabus. Examination of causes and consequences of major current problems in international security. Topics will focus on state power dynamics: the rise of China and the reemergence of the Russian military, challenges facing NATO with the rise of populism and authoritarianism in the West, nuclear deterrence and proliferation, cyber conflict and information war, and chemical and biological weapons

Spring 2025: POLS BC3118

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3118	001/00321	T 10:10am - 12:00pm 913 Milstein Center	Kimberly Marten	4.00	9/12

POLS BC3325 COLL:PLTCS OF BAD BEHAVIOR. 4.00 points.

This course explores the politics of what happens when people, institutions, or states deviate from expected behavior. The course will span all subfields of political science, engaging issues such as lies, scandal, money laundering, corruption, campaign finance, election fraud, racism, and incarceration

POLS BC3334 COLL: AMERICAN ELECTIONS. 4.00 points.

Prerequisites: POLS V 1201 or equivalent American Politics course.

POLS V 3222 or equivalent Research Methods course is recommended.

Admission by application 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 REFORMNG AMERICAN ELECTNS. 3.00 points.

Prerequisites: POLS 1201 or an equivalent intro-level course in American Politics.

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. 4.00 points.Prerequisites: POLS V1013 or W3001 or the equivalent. Admission by application through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus.

Examination of human rights within the context of international migration. The course covers topics such as citizenship, state sovereignty, border control, asylum-seekers, refugees, and undocumented immigrants. (Cross-listed by the Human Rights Program.)

Fall 2025: POLS BC3410

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3410	001/00853	T 11:00am - 12:50pm 119 Milstein Center	Ayten Gundogdu	4.00	11/12

POLS BC3411 *Colloquium on Building Peace. 4 points.

Prerequisites: POLS 1601 (Intro to International Politics) or equivalent.

Admission by application 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.

POLS BC3435 COLL: LAW AND VIOLENCE. 4.00 points.

Prerequisites: Admission by application through the Barnard Political Science Department only. Enrollment limited to 16 students. Requires POLS 1011 (Political Theory) or equivalent. This colloquium examines how the law can participate in the justification of various forms of violence, exclusion, and inequality. It focuses on the power of law to determine which subjects get recognized as persons entitled to rights. Possible topics include slavery, migration, gender, sexual orientation, disability, homelessness, and nonhuman animals

Fall 2025: POLS BC3435

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3435	001/00253	W 11:00am - 12:50pm 306 Milbank Hall	Ayten Gundogdu	4.00	14/12

POLS BC3445 COLL: GENDER & PUBLIC POLICY. 4.00 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

Spring 2025: POLS BC3445

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3445	001/00358	M 2:10pm - 4:00pm 913 Milstein Center	Katherine Krimmel	4.00	8/12

POLS BC3451 COLLOQUIUM ON ECONOMIC INEQUALITY IN THE UNITED STATES. 4.00 points.

In recent decades, economic inequality in the United States has soared to levels not seen for nearly a century: Wages for workers have stagnated, while the proportion of wealth concentrated among the most well-off Americans has steadily increased. These trends may have dire consequences for the state of representative democracy in the United States, as they endow a relatively small number of citizens with a disproportionate amount of resources to deploy politically. The result is a political system that often responds to the preferences of the wealthiest Americans, while frequently ignoring the views of most ordinary citizens. This course, in diverse ways, explores the political causes and consequences of rising inequality, especially with regards to who has political power. We will begin by examining the contours of inequality in the U.S. while also exploring the various ways that power manifests itself in politics. We'll then explore the relationship between wealth and public policy outcomes in the United States, along with the ways that the very wealthiest Americans – both individually and collectively – work to advance their policy views. Beyond just examining national-level politics, we will also discuss inequality and power on the state- and local-levels. We'll then explore how political and economic inequality are interrelated with race and social class, and how all of this connects to the rise of Donald Trump. Finally, we will assess potential remedies to political and economic inequality.

POLS BC3540 COLL:CONSTRUCTNG STATES NATIONS. 4 points.

Prerequisites: POLS V1501 or the equivalent. Admission by application through the Barnard department only. Enrollment limited to 16 students.

Prerequisites: POLS V1501 or the equivalent. Admission by application 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.

POLS BC3500 COLL:POLIT ECON:CORRPTN/CONTRL. 4.00 points.

Prerequisites: POLS V1501 or the equivalent. Admission by application through the Barnard department only. Enrollment limited to 16 students. Barnard syllabus. Comparative political economy course which addresses some important questions concerning corruption and its control: the concept, causes, patterns, consequences, and control of corruption. Introduces students to and engages them in several key social science debates on the causes and effects of political corruption.

POLS BC3501 COLL: URBAN VIOLENCE. 4.00 points.**POLS BC3505 COLL: MAKING DEMOCRACY WORK. 4.00 points.**

Beginning in the mid-1970s a democratic wave swept the globe. It started in Southern Europe, spread throughout Latin America, parts of East Asia and Africa, and engulfed the former Soviet bloc. In all, dozens of new democracies emerged during the late twentieth century and by the early 21st century there were more democracies in the world than there had ever been before. Over the last decade and a half, however, a democratic undertow has sent in. Many new democracies have slid back towards dictatorship and many old democracies have experienced significant problems as well. This colloquium will examine the literature on democratic consolidation and backsliding, providing students with an overview of the most important theories about what makes democracy work—or not.

POLS BC3512 Pandemics and Politics. 4.00 points.

The COVID-19 crisis offers a rare and unique opportunity to social science students to study how governments respond and how people behave during the pandemic. In this class, we focus on the government responses to the COVID pandemic (along with some other major pandemics in history) and investigate the questions of why governments around the globe did what they did in response to the pandemic, and how some social, political, and economic factors affected the kind of responses and the effectiveness of such responses. In analyzing different factors, we will survey and learn from existing relevant theoretical frameworks in social sciences particularly political science. We will cover a wide range of topics that are also major topics in political science such as federalism, authoritarianism, leadership, and trust in government. By examining this important contemporary global crisis from political science perspectives, students can learn about broader theories in social sciences in general and political science in particular. Another goal of this course is for students to learn how to make social science inquiry and analysis with comparative methods. Through the readings, class discussions, research, and writing of a research paper, students will be exposed to various ways to conduct research and making analysis which will be realized in a research paper.

POLS BC3543 COLL:NON-STATE GOV CRIME/WAR. 4.00 points.

Prerequisites: (POLS UN1501)

Prerequisites: (POLS UN1501) The conventional wisdom is that crime and civil war are linked to disorder. But these are far from disorderly and ungoverned 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 COLLOQUIUM: POLITICAL BEHAVIOR. 4.00 points.

Not offered during 2024-2025 academic year.

This course explores how and why people take action in the political sphere. We will pay particular attention to questions such as why people vote, form interest groups, and/or contribute money to candidates. We will also study the origins of partisanship, polarization, opinion, and political ideology. Finally, we will cover topics in "elite" behavior, examining candidates, lawmakers, and party officials.

POLS BC3801 COLL:POLITICS OF DEVELOPMENT. 4.00 points.

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 2025: POLS BC3801

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLS 3801	001/00369	W 4:10pm - 6:00pm 306 Milbank Hall	Xiaobo Lu	4.00	11/12

POLS BC3810 *Colloquium on Aid, Politics & Violence in Africa. 4 points.

Prerequisites: POLS V1601 or the [equivalent](#). [Admission by application](#) through the Barnard department only. Enrollment limited to 16 students. [Barnard syllabus](#).

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 2024-2025 academic year.

Prerequisites: POLS V1501 or POLS V1601 or the [equivalent](#). [Admission by application](#) through the Barnard department only. Enrollment limited to 16 students. [Barnard syllabus](#).

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 BC3816 COVID-19 and International Relations. 4.00 points.

Welcome to "International Relations of COVID-19." The onset of the global COVID-19 pandemic has sent political shockwaves around the world, affecting almost every aspect of international political life. From how countries cooperate with one another to redefining what constitutes national security, to recasting pressures for globalization and de-globalization, the world as we knew it prior to February 2020 appears to be dramatically changing. At the same time, scholars and policymakers are increasingly divided about how to understand and respond to many of these challenges. Is the COVID era truly new or will it actually accelerate recent trends in international politics and global governance? What are the similarities between this pandemic and previous global health crises and what lessons should we draw for managing international order? What are the implications for US leadership, and broad perceptions about the erosion of the US-led liberal world order, and how have strategic competitors like China dealt with the crisis globally? Finally, what are the tools, resources and networks available to researchers and policy makers interested in making more evidence-based assessments about international public policy? What are the challenges? The intensive nature of this colloquium is reflected in two ways- preparation and focus. First, the course carries a substantial reading load designed to inform and prepare students for each course session. These assignments will mostly be academic readings, but may also include podcasts, news articles, and digital archival materials. New materials and resources dealing with the course topic are added daily and may be added to the syllabus, so please check the Courseworks syllabus before each meeting for the current assignments. Importantly, our class lectures, group activities and individual assignments will build upon, not review, the assigned materials for the session. Second, the remote nature of the course will require active listening and focus. Each session typically will be split into 2 segments, roughly of 55-60 minutes each. Many of these segments will feature guest lecturers or experts who will give 25-30 mins presentations on their topic and then field questions. During our limited time for Q&A students should ask single, concise questions

Cross-Listed Courses

NOTE: All 3000 or 4000-level POLS courses taken at Barnard or Columbia are approved as Political Science electives. Below is a list of cross-listed courses from other departments.

HRTS BC1025 HUM RGTS IN THEORY# PRACTICE. 3.00 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 2025: HRTS BC1025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 1025	001/00158	T Th 4:10pm - 5:25pm LI003 Barnard Hall	Widney Brown	3.00	61/60

Fall 2025: HRTS BC1025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 1025	001/00011	T Th 11:40am - 12:55pm 418 Barnard Hall	Widney Brown	3.00	57/60

HRTS BC3061 INTERNATIONAL LAW & THE UNITED NATIONS IN PRACTICE. 4 points.**HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS. 3.00 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 2025: HRTS UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3001	001/10242	M W 2:40pm - 3:55pm 104 Jerome L Greene Hall	Andrew Nathan	3.00	130/150

MDES UN3260 RETHINKING MIDDLE EAST POLITICS. 4.00 points.

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

This course examines a set of questions that have shaped the study of the politics of the modern Middle East. It looks at the main ways those questions have been answered, exploring debates both in Western academic scholarship and among scholars and intellectuals in the region itself. For each question, the course offers new ways of thinking about the issue or ways of framing it in different terms. The topics covered in the course include: the kinds of modern state that emerged in the Middle East and the ways its forms of power and authority were shaped; the birth of economic development as a way of describing the function and measuring the success of the state, and the changing metrics of this success; the influence of oil on the politics of the region; the nature and role of Islamic political movements; the transformation of the countryside and the city and the role of rural populations and of urban protest in modern politics; and the politics of armed force and political violence in the region, and the ways in which this has been understood. The focus of the course will be on the politics of the twentieth century, but many topics will be traced back into developments that occurred in earlier periods, and several will be explored up to the present. The course is divided into four parts, each ending with a paper or exam in which participants are asked to analyze the material covered. Each part of the course has a geographical focus on a country or group of countries and a thematic focus on a particular set of questions of historical and political analysis

Spring 2025: MDES UN3260

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
MDES 3260	001/11293	M W 10:10am - 11:25am Cin Alfred Lerner Hall	Timothy Mitchell	4.00	110/120

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 of 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.

Office location: 415 Milbank Hall

Office contact information: 212-854-2069; psych@barnard.edu

Department Administrator: Danielle Feinberg, dfeinberg@barnard.edu

The Field of Psychology

Psychology is the scientific study of the mind and behavior. The concerns of the discipline range widely, from fundamental questions about human nature to applications of psychology in daily life. Research conducted by faculty members in the Department examine growth and development, learning and memory, perception, language, social knowledge and behavior, the self, the effects of stress, conflict and cooperation, and the neural functions that underlie behavior. Students who choose the major concentration in Psychology study the literature and empirical practices across the discipline, and can gain direct experience by participating in laboratory settings on campus and in the wider community, and in health centers nearby. Many Psychology majors continue for graduate training in psychology, neuroscience, or education, while others enter professional schools for training in medicine, law, or business.

Mission

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 Outcomes

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.

Psychology

Programs of Study

The Department of Psychology at Barnard offers a Major and a Minor in Psychology.

Student Advising

Advising Resources

Students typically declare their major at the end of their sophomore year, before program filing. Keep your eyes open for the program planning meeting where you can learn about the major and meet the faculty. You can also declare your major earlier, or change your major at other times. If you are a junior planning to change to a psychology major from another department, you should meet with the Department Vice Chair for Student Advising (or your future advisor) to discuss your program and see if it is possible to finish the requirements in time to graduate.

To become a major in Psychology submit the major declaration form through [Slate](#). You will be assigned a major advisor based on faculty availability. Note that you are not required to meet with anyone in the Department prior to submitting this form. Also, please be patient as it can take several days to complete the process of assigning a major advisor.

A student will be assigned a major advisor when she declares her major at the end of the sophomore year. The major advisor will approve her programs and monitor her progress with her requirements during the junior and senior years. All Barnard Psychology full time faculty members are familiar with the broad range of sub-disciplines within psychology and will generally be able to provide guidance in areas other than their own. Students whose advisor goes on leave for a semester or academic year will be assigned to a new advisor if necessary.

Guidance for First-Year Students

The following are Introductory Psychology Courses and Courses Recommended for First Years:

- PSYC BC1001 Introduction to Psychology
- PSYC BC1010 Introductory Laboratory
- PSYC BC1020 Behavioral Research Methods and Analysis
- PSYC BC1088 Science of Living Well
- PSYC BC1099 Science and Scientists
- PSYC BC1101 Statistics

Enrolling in Courses

In order to enroll in a lab or statistics course in the Department of Psychology at Barnard College, students must have taken PSYC BC1001 Introduction to Psychology, or its approved equivalent. For PSYC BC1010 Introductory Laboratory to Experimental Psychology, students may concurrently be enrolled in PSYC BC1001.

Although lecture and laboratories are listed as individual courses with their own call numbers and credits, the courses are linked, conceptually and formally. This means that the only way to get credit for lab is to receive a passing grade in the corresponding lecture course. Practically, this means that you must enroll in corresponding lecture and lab courses *concurrently* (in the

same semester). The only exception to this rule is PSYC BC1010 Introductory Laboratory to Experimental Psychology since there is no "attached" lecture to this lab course. However, PSYC BC1001 Intro lecture must be completed before or in the same semester as BC1010 lab.

Note that as of Fall 2021, PSYC BC1001, PSYC BC1101 Stats, and PSYC BC1020 Research Methods are prerequisites for all PSYC BC 2000-level lab courses.

Preparation for Graduate Study

The Department of Psychology highly recommends that students interested in clinical psychology take advantage of research and clinical experiences while at Barnard. Living in New York City affords students a tremendous number of opportunities for placements and we encourage students to take advantage of this while they can. Graduate schools will be evaluating applicants on their research experiences, as well as their experience working with people in mental health settings. Getting involved in psychology outside of the classroom gives students the opportunity to learn what type of work they like and don't like, what professional environments best suit them, and with what populations they might like to help treat. Additionally, working with a mentor or supervisor in a research and mental health settings gives students a resource for stronger letters of recommendation.

Helpful information about applying to graduate school can be found in the *Graduate Study Handout*, which you can obtain from the Department Administrator. In addition, **Professor Kathleen Taylor** is available to advise students interested in graduate school in psychology.

Coursework taken outside of Barnard

Advanced Placement Credit

For any student entering Barnard in Fall 2016 and thereafter: A score of 4 or 5 on the Psychology Advanced Placement (AP) exam or a score of 5 or 6 on the International Baccalaureate (IB) exam does allow you to be exempt from BC1001 Introduction to Psychology, however another PSYC course must be taken in its place. This includes students who elect a Major or Minor in Psychology, as well as non-major students who choose to fulfill the College's General Education Requirements with Psychology. If you choose to take BC1001, the College will also count your acceptable AP and IB scores as 3 credits toward your degree. Further information may be found on the [Registrar's website](#).

For students who entered Barnard College *before* fall 2016, the major distinction is that the College will not give a student credit for AP/IB as well as credit for BC1001. That is, if you enter Barnard with a score of 4 or 5 on the AP/IB and choose to take BC1001, you would not also get three points toward graduation.

Columbia College Courses

Select courses may be credited toward the major/minor with the permission of the Chair or Assistant Chair.

Transfer Credit

There are two steps in obtaining approval for courses taken at another institution. First, you must receive Barnard College credit for the course from the Registrar. Second, you must obtain approval via Slate from the Psychology Department Vice Chair for Student Advising to count the course toward your major

requirements. (Approval from the Registrar will ensure College credit, but will *not* ensure that the course can count toward the major.)

Students already enrolled at Barnard who plan to fulfill major requirements with a course from another institution are strongly encouraged to seek approval from the Department Vice Chair for Student Advising *prior* to filing their program. This applies to summer courses (including those taken at Columbia), courses taken abroad, and courses taken at institutions other than Barnard or Columbia during the fall and spring semesters.

Also, note that transfer students follow the requirements (major and College/Gen Ed) that correspond to the year they entered Barnard (and not their class year). One's "entrance year," is listed as "catalogue year" in the degree audit.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or department representative.

Research Methods in Psychology and the Senior Capstone Project

Coursework in Research Methods

The Department offers the course, PSYC BC1020 Behavioral Research Methods and Analysis, which is 3 points. This course introduces students to the fundamental scientific principles, experimental methods, and analytical approaches involved in the study of human behavior. The major topics covered, include: how basic scientific approach can be gainfully and ethically used to study human behavior; as well the most prevalent manners of collecting data in behavioral research, and the most common types of statistical analyses and tests such data is subjected to. The latter topics in the course introduce some of the more advanced experimental designs and statistical approaches that

are more specific to the social sciences. This course is offered every semester and is a prerequisite to higher level PSYC courses.

Research Opportunities

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.

The Senior Capstone Project

To have a course count towards fulfilling the Senior Requirement of the psychology major, it is to be taken in one of your last two semesters at Barnard, and can be almost any 3000-level PSYC/ NSBV seminar including PSYC BC3465-66, BC3473, BC3606 (taken for 3 or 4 credits)

Also, you may fulfill the Senior Requirement with a Columbia Psychology seminar or supervised individual research but you should consult with your major adviser first. You will "declare" your Senior Requirement when the Department Administrator sends an email to all seniors with a Google form link asking for the course number, name and instructor.

The final assignment in this course will serve as the *Capstone Project*. This project represents the culmination of academic work in the major. The form of the project may vary across courses, but capstone projects generally allow students to develop records of individual research that include theoretical engagement, the development of creative projects or research, or original empirical and interpretative analysis. You will submit the project to your instructor, and may be asked to submit an abstract of your project to the Department to add to its senior archive of students' achievements. For this final project, you will receive (in addition to the letter grade for the course) a grade of *Pass* (P), *Pass with Distinction* (PD), or *Fail* (with "P" and "PD" appearing on your transcript). Additionally, many Psychology majors have the opportunity to celebrate their capstone project by presenting it at the annual Psychology Spring Research Festival in April. If interested, please speak with your instructor, mentor, or the department administrator for more details.

Departmental Honors and Prizes

Departmental Honors

As per the College, departments are permitted to nominate up to 20% of an academic year's graduating class (October, February and May). The primary, and in most cases, only information used to determine nominations is the major GPA. This includes passing letter grades (C- and above) from all of the required PSYC courses. If a student has completed more than the required courses and wishes for these grades to be included in her Major GPA, they must contact the Department Administrator. The non-PSYC courses required for the major are *not* included (note, these can be taken as "pass-fail" assuming the student receives a "pass"). There is no minimum GPA to meet, however, historically we have awarded Honors to students with a major GPA over a 4.0.

Academic Prizes

The following awards are bestowed upon psychology students at the department level. Note that faculty nominate individual students, and the Department allows for multiple recipients for each award.

- **The Hollingworth Prize** for an outstanding research project in psychology
- **The Millennial Psychology Prize** for a student who plans to continue her scientific or professional training in psychology, or a related discipline
- **The Ida Markewich Lawrence Prize** for the best paper in psychology, preferably child psychology, by a major
- **The Faculty Recognition Prize for Distinguished Achievement in Psychology**
- **The Faculty Recognition Prize for Continued Dedication to Psychology**
- **The Intellectual Frontiers Award for Distinguished Accomplishment in Psychology**
- **The Spirit of Inquiry Prize for Distinguished Accomplishment in Psychology**
- **The Young Scholar Prize for an Outstanding Research Project in Psychology**

Other Important Information

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.

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 K. Son (Professor)

Department Vice Chair for Student Advising: Michael Wheaton (Assistant Professor)

Professors: Peter Balsam (Samuel R. Milbank Professor), Colin Wayne Leach, Kileen McCrink, Robert E. Remez, Ann Senghas, Anna Shusterman (Director of the Barnard Center for Toddler Development) Rae Silver

Associate Professor: Tara Well

Assistant Professors: Michelle Greene, Erica Musser, Kate Thorson, Kaytee Turetsky

Senior Lecturer: Ken Light

Lecturers: Robert Brotherton, Armita Ghobadi, E'mett McCaskill (Psychology and Neuroscience & Behavior), Mariel Roberts, Kathleen Taylor

Term Lecturers: Scott B. Kaufman, Svetlana Komissarouk, Tamar Kraft, Isabelle Portelinha

Adjunct Professors: Susan Riemer Sacks, Patricia Stokes

Adjunct Associate Professors: Alexandra Horowitz, Tovah P. Klein

Adjunct Assistant Professors: Hannah Hoch, Karen Seeley, Julia Sheehy

Adjunct Associate: Elisabeth Mah

Requirements for Students following the Foundations Curriculum

Important Changes:

If you entered Barnard in or after Fall 2021, the requirements for a Major in Psychology have changed. Three core introductory psychology courses (BC1001, BC1101, BC1020) are pre-requisites for all 2000-level PSYC lab courses.

For all students: The minimum number of courses to complete the Psychology Major is 13 (and minimum credits, 37.5). Note that at least six of the required PSYC courses, worth three or more credits each, must be taken at Barnard or Columbia. All PSYC courses must be taken for a letter grade (C- or better).

		Points
Three Core Introductory PSYC Courses		
PSYC BC1001	INTRODUCTION TO PSYCHOLOGY (lecture; prerequisite for higher level Psychology courses) ¹	3
PSYC BC1101	STATISTICS LECTURE AND RECITATION (lecture with recitation, preferably taken by the end of sophomore year) ²	4.00
PSYC BC1020	BEHAVIORAL RESEARCH METHODS AND ANALYSIS (REQUIRED FOR STUDENTS ENTERING BARNARD IN OR AFTER FA21)	3
Three PSYC Lecture Courses		
at least one from each group		
GROUP 1:		
PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC	
PSYC BC2110	PERCEPTION-LECTURE	
PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC	
NSBV BC1001	INTRODUCTION TO NEUROSCIENCE	
GROUP 2:		
PSYC BC2125	PSYCHOLOGY OF PERSONALITY-LEC	
PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC	
PSYC BC2138	SOCIAL PSYCHOLOGY-LEC	
PSYC BC2156	CLINICAL PSYCHOLOGY	
Two PSYC Laboratory Courses ³		
chosen from any group (taken concurrently with their associated lectures):		
GROUP 1:		
PSYC BC2106	PSYCH OF LEARNING - LAB	

PSYC BC2109	PERCEPTION - LAB
PSYC BC2114	COGNITIVE PSYCHOLOGY - LAB
NSBV BC2001	LABORATORY IN NEUROSCIENCE
GROUP 2:	
PSYC BC2124	PSYCH OF PERSONALITY - LAB
PSYC BC2128	DEVELOPMENTAL PSYCH - LAB
PSYC BC2137	SOCIAL PSYCHOLOGY - LAB
PSYC BC2155	CLINICAL LABORATORY
OR...	
PSYC BC1010	INTRO LAB EXPERIMENTAL PSYCH ⁴
AND One laboratory course with its associated lecture from Group 1 or 2	

One Senior Requirement ⁵

Includes Thesis, and Capstone Project written in any PSYC/NSBV 3000-level seminar, taken during the final two semesters, including:

PSYC BC3465	Field Work # Research Seminar: Toddler Center (PSYC BC3465 and PSYC BC3466 is a year-long course)
PSYC BC3473	CLINICAL FIELD PRACTICUM
PSYC BC3606	INDEPENDENT STUDY (taken for 3 or 4 credits)

Additional PSYC Courses ⁶

At least one lecture or seminar course worth 3 or more credits each.

Outside Courses ⁷

One course from a cognate discipline (ANTH, COMS, ECON, LING, PHIL, SOCI, and STEM)

Two lectures in another science, plus one laboratory course (ASTR, BIOL, CHEM, EESC, or PHYS)

One Additional Research Experience (*NOT REQUIRED FOR STUDENTS WHO ENTERED BARNARD IN OR AFTER FA21)

Choose from the following:
a third PSYC lab (with lecture); or
a lab in a science outside of PSYC; or
one semester of BC3606 Independent Study (taken for 3 or 4 credits)

¹ When appropriate, approval for equivalent introductory courses taken at another school can be granted by the Department Vice Chair for Student Advising. A student who receives a score of 4 or 5 on the Advanced Placement (AP) examination in Psychology, or a score of 5 or 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, worth three or more credits, 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 Vice Chair for Student Advising. Note that there are several courses offered by Columbia that are equivalent to PSYC BC1101 which means you cannot receive credit for both courses (you must choose one or the other to apply towards your major requirements).

³ 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.

⁴ PSYC BC1010 is intended for First Year and Sophomore students who have not previously taken any psychology labs. It is *not* a requirement, however, if taken, it should be taken *prior to* one of the Group 1 and 2 topical labs. PSYC BC1001 must be taken prior to or concurrently with BC1010.

⁵ A student may elect to fulfill the Senior Requirement with a Columbia Psychology Department Seminar or Supervised Individual Research with a Columbia faculty member. prior approval for this is needed. 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.

⁶ A maximum of two of the following courses may count toward the major (though more could count toward College requirements):

- PSYC BC3465 Field Work # Research Seminar: Toddler Center (fall semester)
- PSYC BC3466 FIELD WORK # RESEARCH SEMINAR: TODDLER CENTER (spring semester)
- PSYC BC3606 INDEPENDENT STUDY (Formerly PSYC BC3601-3608)

⁷ 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. Also, the two science courses can be from different departments.

Requirements for the Minor

The minor consists of six courses in Psychology. All courses must be taken for a letter grade (C- or better). Exemption and substitutions are as noted for the major.

Two Introductory PSYC Courses

PSYC BC1001	INTRODUCTION TO PSYCHOLOGY
PSYC BC1101	STATISTICS LECTURE AND RECITATION (lecture with recitation)

One Core PSYC Lecture

chosen from the following courses:

GROUP 1	
PSYC BC2107	PSYCHOLOGY OF LEARNING - LEC
PSYC BC2110	PERCEPTION-LECTURE
PSYC BC2115	COGNITIVE PSYCHOLOGY - LEC
PSYC BC2119	SYSTEMS # BEHAVIORAL NEUROSCIENCE-LEC
GROUP 2	
PSYC BC2118	SYSTEMS # BEHAVIORAL NEUROSCIENCE-LAB
PSYC BC2125	PSYCHOLOGY OF PERSONALITY-LEC

PSYC BC2129	DEVELOPMENTAL PSYCHOLOGY-LEC
PSYC BC2156	CLINICAL PSYCHOLOGY

One PSYC Laboratory Course

chosen from the following courses:

GROUP 1

PSYC BC2106	PSYCH OF LEARNING - LAB
PSYC BC2109	PERCEPTION - LAB
PSYC BC2114	COGNITIVE PSYCHOLOGY - LAB

GROUP 2

PSYC BC2124	PSYCH OF PERSONALITY - LAB
PSYC BC2128	DEVELOPMENTAL PSYCH - LAB
PSYC BC2137	SOCIAL PSYCHOLOGY - LAB
PSYC BC2155	CLINICAL LABORATORY

Two Additional PSYC Courses

Lectures and/or seminars chosen from any course offered by the Department that is three or more credits each.

PSYC BC1001 INTRODUCTION TO PSYCHOLOGY. 3.00 points.

Prerequisites: This course is prerequisite for all other psychology courses.

This course is a prerequisite for the Psychology Major, as well as for most other Barnard PSYC courses (be sure to check all course information before enrolling in a course). The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: UN1001 The Science of Psychology; and UN1021 Science of Psychology: Explorations/Applications

Spring 2025: PSYC BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/00239	T Th 1:10pm - 2:25pm 408 Zankel	E'mett McCaskill	3.00	172/180
PSYC 1001	002/00240	M W 4:10pm - 5:25pm 328 Milbank Hall	Patricia Stokes	3.00	51/55
PSYC 1001	003/00241	M W 11:40am - 12:55pm LI002 Milstein Center	Isabelle Portelinha	3.00	30/55
PSYC 1001	004/00242	T Th 2:40pm - 3:55pm 263 Macy Hall	Isabelle Portelinha	3.00	30/70

Fall 2025: PSYC BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1001	001/00096	T Th 1:10pm - 2:25pm 408 Zankel	E'mett McCaskill	3.00	209/215
PSYC 1001	003/00098	T Th 10:10am - 11:25am 408 Zankel	Kathleen Taylor	3.00	93/150
PSYC 1001	004/00099	M W 11:40am - 12:55pm 263 Macy Hall	Isabelle Portelinha	3.00	83/100

PSYC BC1010 INTRO LAB EXPERIMENTAL PSYCH. 2.50 points.

Prerequisites: Departmental permission via Barnard Department of Psychology Lab and Statistics Lottery (students enter lottery online the previous semester). 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.

Corequisites: PSYC BC1001

Corequisites: PSYC BC1001, or its equivalent. While this lab is not required for either Psychology Major or Non-Major, it is not open to students who have already completed or are concurrently enrolled in PSYC BC1020 Research Methods and Analysis. This lab course is intended for students who have not previously been enrolled in a psychology lab course; and a majority of seats are reserved for First Year and Sophomore students. 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

Spring 2025: PSYC BC1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1010	001/00366	T 1:10pm - 4:00pm 222 Milbank Hall	Ken Light	2.50	24/24
PSYC 1010	002/00367	W 1:10pm - 4:00pm 222 Milbank Hall	Ken Light	2.50	24/24
PSYC 1010	003/00368	Th 10:10am - 1:00pm 222 Milbank Hall	Svetlana Komissarouk	2.50	24/24
PSYC 1010	004/00370	F 12:10pm - 3:00pm 222 Milbank Hall	Svetlana Komissarouk	2.50	24/24
PSYC 1010	005/00371	M 4:10pm - 7:00pm 222 Milbank Hall	Angelika Seidel	2.50	24/24
PSYC 1010	006/00372	T 4:10pm - 7:00pm 222 Milbank Hall	Angelika Seidel	2.50	24/24
PSYC 1010	007/00373	W 4:10pm - 7:00pm 222 Milbank Hall	Angelika Seidel	2.50	22/24

Fall 2025: PSYC BC1010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1010	001/00514	Th 4:10pm - 7:00pm 222 Milbank Hall	Ken Light	2.50	23/24
PSYC 1010	002/00515	T 1:10pm - 4:00pm 222 Milbank Hall	Ken Light, Isabelle Portelinha	2.50	24/24
PSYC 1010	003/00516	Th 1:10pm - 4:00pm 222 Milbank Hall	Ken Light, Svetlana Komissarouk	2.50	23/24
PSYC 1010	004/00518	F 12:10pm - 3:00pm 222 Milbank Hall	Ken Light, Svetlana Komissarouk	2.50	23/24
PSYC 1010	005/00522	M 10:10am - 1:00pm 222 Milbank Hall	Ken Light, Mariel Roberts	2.50	24/24
PSYC 1010	006/00525	W 2:10pm - 5:00pm 222 Milbank Hall	Ken Light, Mariel Roberts	2.50	23/24
PSYC 1010	007/00541	M 4:10pm - 7:00pm 222 Milbank Hall	Angelika Seidel, Ken Light	2.50	21/24
PSYC 1010	008/00542	T 4:10pm - 7:00pm 222 Milbank Hall	Ken Light, Angelika Seidel	2.50	24/24

PSYC BC1020 BEHAVIORAL RESEARCH METHODS AND ANALYSIS. 3.00 points.

This course is one of three prerequisites for all 2000-level PSYC lab courses, and is a requirement for the Psychology Major. PSYC BC1001, or its equivalent, must be completed prior to or concurrently with this course. Also note that once this course has been completed a student cannot then enroll in PSYC BC1010 Intro Lab. (If a student chooses to take BC1010 Intro Lab, it must be completed before BC1020 Research Methods.) This class will introduce students to the fundamental scientific principles, experimental methods, and analytical approaches involved in the study of human behavior. The initial major topics to be covered include how basic scientific approach can be gainfully and ethically used to study human behavior. The following topics in the course will cover the most prevalent manners of collecting data in behavioral research and the most common types of statistical analyses and tests such data is subjected to. The latter topics in the course will introduce some of the more advanced experimental designs and statistical approaches that are more specific to the social sciences

Spring 2025: PSYC BC1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1020	001/00243	M W 10:10am - 11:25am 323 Milbank Hall	Marisel Roberts	3.00	37/50
PSYC 1020	002/00244	T Th 10:10am - 11:25am 323 Milbank Hall	Marisel Roberts	3.00	48/50

Fall 2025: PSYC BC1020

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1020	001/00100	T Th 8:40am - 9:55am 405 Milbank Hall	Tamar Kraft	3.00	18/60
PSYC 1020	002/00101	M W 1:10pm - 2:25pm 152 Horace Mann Hall	Svetlana Komissarouk	3.00	53/60

PSYC BC1088 THE SCIENCE OF LIVING WELL. 4.00 points.

3 points for lecture + 1 point for recitation

What does it mean to live a life well lived? The main mission of this course is to provide an up-to-date understanding of theoretical, empirical, and applied advances in the science of well-being and self-actualization. Consideration will be given to conflicting viewpoints and their respective empirical support, including the benefits of embracing both comfortable and uncomfortable emotions, the measurement and development of different models of well-being, and the implications of deliberately attempting to increase well-being. Throughout the course we will engage in experiential learning and practical exercises which will inform our theoretical and empirical understanding of the latest scientific findings and help you in your own personal journey to satisfy the fundamental needs of human existence and bring out the best in yourself. This course is comprised of a lecture and a discussion section

Fall 2025: PSYC BC1088

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1088	001/00102	T Th 11:40am - 12:55pm 408 Zankel	Scott Kaufman	4.00	148/210

PSYC BC1099 SCIENCE AND SCIENTISTS. 1.00 point.

Prerequisites: BC1001 or permission of the instructor.

Weekly meetings with researchers from Barnard, Columbia, and other guests to discuss the nature of scientific inquiry in psychology; and intellectual, professional, and personal issues in the work of scientists

Spring 2025: PSYC BC1099

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1099	001/00245	W 4:10pm - 6:00pm 119 Milstein Center	Koleen McCrink	1.00	14/20

PSYC BC1101 STATISTICS LECTURE AND RECITATION. 4.00 points.

Prerequisites: BC1001 and departmental permission via Barnard Department of Psychology Lab and Statistics Lottery (students enter lottery online to choose recitation section the previous semester). Enrollment limited to 18 students per recitation section.

Prerequisite (or co-requisite): PSYC BC1001. Lecture course and associated recitation section introducing students to statistics and its applications to psychological research. The course covers basic theory, conceptual underpinnings, and common statistics. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: STAT UN1001 Introduction to Statistical Reasoning; STAT UN1101 Introduction to Statistics; STAT UN1201 Introduction to Statistics

Spring 2025: PSYC BC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1101	001/00355	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	19/20
PSYC 1101	001/00355	W 9:10am - 11:00am 222 Milbank Hall	Robert Brotherton	4.00	19/20
PSYC 1101	002/00356	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	18/18
PSYC 1101	002/00356	W 11:10am - 1:00pm 222 Milbank Hall	Robert Brotherton	4.00	18/18
PSYC 1101	003/00317	M W 10:10am - 11:25am 328 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	003/00317	M 12:10pm - 2:00pm 222 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	004/00318	M W 10:10am - 11:25am 328 Milbank Hall	Katherine Thorson	4.00	20/18
PSYC 1101	004/00318	M 2:10pm - 4:00pm 222 Milbank Hall	Katherine Thorson	4.00	20/18

Fall 2025: PSYC BC1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 1101	001/00549	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	20/18
PSYC 1101	001/00549	W 10:10am - 12:00pm 516 Milstein Center	Robert Brotherton	4.00	20/18
PSYC 1101	002/00552	T Th 10:10am - 11:25am 328 Milbank Hall	Robert Brotherton	4.00	20/18
PSYC 1101	002/00552	W 12:10pm - 2:00pm 222 Milbank Hall	Robert Brotherton	4.00	20/18
PSYC 1101	003/00975	T 10:00am - 11:50am 516 Milstein Center	Tamar Kraft	4.00	19/20
PSYC 1101	003/00975	M W 2:40pm - 3:55pm 408 Zankel	Tamar Kraft	4.00	19/20
PSYC 1101	004/00976	Th 1:10pm - 3:00pm 516 Milstein Center	Tamar Kraft	4.00	17/20
PSYC 1101	004/00976	M W 2:40pm - 3:55pm 408 Zankel	Tamar Kraft	4.00	17/20

PSYC BC2106 PSYCH OF LEARNING - LAB. 2.50 points.

Prerequisites: PSYC BC1001, BC1020, BC1101. Corequisite: PSYC BC2107 Psychology of Learning Lecture. Students conduct experiments analyzing learning and memory in rats and humans. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental Psychology: Learning and Motivation (which includes PSYC UN1441 Learning and Motivation Lab)

Fall 2025: PSYC BC2106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2106	001/00555	W 1:10pm - 4:00pm 410 Milbank Hall	Ken Light	2.50	20/24

PSYC BC2107 PSYCHOLOGY OF LEARNING - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1440 Experimental: Learning and Motivation

Fall 2025: PSYC BC2107

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2107	001/00103	T Th 1:10pm - 2:25pm 304 Barnard Hall	Ken Light	3.00	77/120

PSYC BC2109 PERCEPTION - LAB. 2.50 points.

Prerequisites: PSYC BC1001, BC1020, BC1101. Corequisites: BC2110 Perception Lecture. Laboratory course to accompany BC2110. Students conduct experiments of seeing, hearing, touching, tasting, and smelling, and learn to report their findings. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1480 Perception and Attention (which includes PSYC UN1481 Perception and Attention Lab); and UN2230 Perception and Sensory Processes

Fall 2025: PSYC BC2109

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2109	001/00630	Th 10:10am - 1:00pm 410 Milbank Hall	Robert Remez Mariel Roberts	2.50	22/24

PSYC BC2110 PERCEPTION-LECTURE. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2109, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN1480 Perception and Attention; and PSYC UN2230 Perception and Sensory Processes

Fall 2025: PSYC BC2110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2110	001/00104	M W 10:10am - 11:25am 328 Milbank Hall	Robert Remez	3.00	44/55

PSYC BC2114 COGNITIVE PSYCHOLOGY - LAB. 2.50 points.

Corequisites: PSYC BC2115

Prerequisites: PSYC BC1001, BC1020, BC1101. Corequisites: BC2115 Cognitive Lecture. 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

Spring 2025: PSYC BC2114

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2114	001/00327	W 1:10pm - 4:00pm 410 Milbank Hall	Lisa Son, Mollie Hamilton	2.50	23/24

PSYC BC2115 COGNITIVE PSYCHOLOGY - LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2114, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University courses are considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2220 Cognition: Memory and Stress; and PSYC UN2210 Cognition: Basic Processes

Spring 2025: PSYC BC2115

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2115	001/00330	M W 10:10am - 11:25am 408 Zankel	Lisa Son	3.00	86/100

PSYC BC2118 SYSTEMS # BEHAVIORAL NEUROSCIENCE-LAB. 1.50 point.

Prerequisites: BC1001 Introduction to Psychology lecture, and instructor permission. Enrollment limited to 16 students per section. Corequisites: PSYC BC2119

Prerequisites: BC1001. Enrollment limited to 20 students per section. Corequisites: BC2119 Systems and Behavioral Neuroscience Lecture. Laboratory course to accompany BC2119. 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 BC2119 SYSTEMS # BEHAVIORAL NEUROSCIENCE-LEC. 3.00 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 BC2124 PSYCH OF PERSONALITY - LAB. 2.50 points.

Prerequisites: PSYC BC1001, BC1020, BC1101. Corequisites: PSYC BC2125 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

Fall 2025: PSYC BC2124

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2124	001/00561	M 10:10am - 1:00pm 410 Milbank Hall	Scott Kaufman	2.50	19/24

PSYC BC2125 PSYCHOLOGY OF PERSONALITY-LEC. 3.00 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2124, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2610 Introduction to Personality; and PSYC UN2680 Social and Personality Development

Fall 2025: PSYC BC2125

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2125	001/00105	T Th 2:40pm - 3:55pm 263 Macy Hall	Scott Kaufman	3.00	64/100

PSYC BC2128 DEVELOPMENTAL PSYCH - LAB. 2.50 points.

Prerequisites: PSYC BC1001, BC1020, BC1101. Corequisites: PSYC BC2129 Developmental Psychology Lecture. 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

Spring 2025: PSYC BC2128

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2128	001/00334	W 10:10am - 1:00pm 410 Milbank Hall	Ann Senghas, Mollie Hamilton	2.50	15/20
PSYC 2128	002/00342	Th 1:10pm - 4:00pm 410 Milbank Hall	Ann Senghas, Mollie Hamilton	2.50	21/20

Fall 2025: PSYC BC2128

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2128	001/00564	T 9:10am - 12:00pm 410 Milbank Hall	Armita Ghobadi	2.50	15/24
PSYC 2128	002/00776	W 9:10am - 12:00pm 410 Milbank Hall	Armita Ghobadi	2.50	12/24

PSYC BC2129 DEVELOPMENTAL PSYCHOLOGY-LEC. 3.00 points.

Prerequisites: PSYC BC1001 Introduction to Psychology or COGS UN1001 Introduction to Cognitive Science or permission of the instructor. Lecture course covering cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Note that this lecture can be taken without its affiliated lab, PSYC BC2128, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2280 Introduction to Developmental Psychology

Spring 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00571	T Th 10:10am - 11:25am LI002 Milstein Center	Ann Senghas	3.00	68/98

Fall 2025: PSYC BC2129

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2129	001/00106	M W 2:40pm - 3:55pm 405 Milbank Hall	Armita Ghobadi	3.00	76/111

PSYC BC2137 SOCIAL PSYCHOLOGY - LAB. 2.50 points.

Corequisites: PSYC BC2138

Prerequisites: BC1001, BC1020, BC1101. Corequisites: BC2138 Social Psychology Lecture. Laboratory 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

Spring 2025: PSYC BC2137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2137	001/00352	M 10:10am - 1:00pm 410 Milbank Hall	Robert Brotherton	2.50	7/24

Fall 2025: PSYC BC2137

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2137	001/00573	T 1:10pm - 4:00pm 410 Milbank Hall	Kate Turetsky, Robert Brotherton	2.50	13/24

PSYC BC2138 SOCIAL PSYCHOLOGY-LEC. 4.00 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2137, however, if a student completes this lecture, she cannot enroll in the lab in a later semester. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2630 Social Psychology

Spring 2025: PSYC BC2138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2138	001/00348	T Th 1:10pm - 2:25pm LI002 Milstein Center	Isabelle Portelinha	4.00	67/100

Fall 2025: PSYC BC2138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2138	001/00107	T Th 10:10am - 11:25am 304 Barnard Hall	Kate Turetsky	4.00	85/120

PSYC BC2141 ABNORMAL PSYCHOLOGY. 3.00 points.

Prerequisites: PSYCBC1001 Introduction to Psychology or its accepted equivalent. . 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. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2620 Abnormal Behavior

Fall 2025: PSYC BC2141

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2141	001/00108	T Th 4:10pm - 5:25pm 304 Barnard Hall	Emmett McCaskill	3.00	130/150

PSYC BC2151 ORGANIZATIONAL PSYCHOLOGY. 3.00 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 2025: PSYC BC2151

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2151	001/00909	T Th 7:40pm - 8:55pm 324 Milbank Hall	Elisabeth Mah	3.00	25/36

PSYC BC2155 CLINICAL LABORATORY. 2.50 points.

Corequisites: PSYC BC2156

Prerequisites: BC1001, BC1020, BC1101. Corequisite: PSYC BC2156 Clinical Psychology lecture. The purpose of the lab is to teach students the research methods involved in creating clinical psychological science. Students gain hands-on practice with clinical psychology research methods. In the first half of the lab students conduct classroom exercises demonstrating concepts such as reliability and validity and research methodologies such as randomized controlled trials (RCTs) and treatment fidelity. In the second half of the class students design and run a research study. Basic methodological issues will be explored in depth, including research ethics, conducting literature reviews and writing up a scientific report in APA style

Spring 2025: PSYC BC2155

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2155	001/00314	T 8:40am - 11:30am 410 Milbank Hall	Kathleen Taylor, Michael Wheaton	2.50	14/24
PSYC 2155	002/00312	Th 8:40am - 11:30am 410 Milbank Hall	Michael Wheaton, Kathleen Taylor	2.50	8/24

PSYC BC2156 CLINICAL PSYCHOLOGY. 3.00 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.,\n3 points. Prerequisites: PSYC BC1001 or permission of the instructor. 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. Note that this lecture can be taken without its affiliated lab, PSYC BC2155, however, if a student completes this lecture, she cannot enroll in the lab in a later semester

Spring 2025: PSYC BC2156

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2156	001/00252	T Th 1:10pm - 2:25pm 304 Barnard Hall	Michael Wheaton	3.00	80/125

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. 3.00 points.

Prerequisites: PSYC BC1001, BC1129, BC2141, and permission of the instructor.

Prerequisites: PSYC BC1001, 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 BC2175 Addictive Behaviors. 3 points.

Not offered during 2024-2025 academic year.

Prerequisites: PSYC BC1001 or PSYC UN1001 or BIOL BC1001 or BIOL BC1002 or BIOL BC1500 or BIOL BC1502

This class will explore the topic of addiction at multiple levels, from how drugs affect neurons to how drugs affect society. The course will also cover addictive behaviors that do not appear to have a pharmacological foundation, including pathological gambling, compulsive buying, hypersexual behavior, food addiction, and internet addiction.

PSYC BC2177 PSYCHOLOGY OF DRUG USE # ABUSE. 3.00 points.

Prerequisites: BC1001 or permission of the instructor. The aim of this course is to critically examine the complex interaction of biological, psychological and environmental factors which impact the etiology, symptoms, and treatment of substance abuse and dependence. The course focuses on those drugs which have abuse and dependence potential with specific emphasis on Alcohol and the Depressants, the Psychostimulants, and the Opiates. A primary objective is to provide insight into factors which contribute to challenges with substances for some individuals and to better understand their felt and lived experience with drugs. The course begins with a review of theoretical perspectives including disease, behavioral, cognitive, social learning, psychodynamic, and neurobiological models. The physical, psychological, and socio-cultural effects/impact of each major class of drug will then follow. Within each category, we will also discuss controversial issues related to each drug for example: methadone maintenance, needle exchange programs, Ritalin/Adderall abuse, the "opiate epidemic." Throughout the course, case histories, film documentaries and memoirs will provide personal accounts of the drug experience. We conclude the course with an overview of treatment interventions

PSYC BC2178 FORENSIC PSYCHOLOGY. 3.00 points.

Prerequisites: PSYC BC1001

Every day there are thousands of individuals interacting with the legal system. Are they mentally competent to stand trial? How can a judge decide if it is in the best interests of a child to live with one, or both (or neither) parent(s)? What is the risk of a violent offender repeating the offense? What kinds of information influence juries? Does mediation work to solve disputes? Forensic psychologists apply their knowledge of psychology specifically in legal matters. This semester will focus on the broad area of forensic psychology, exploring important legal cases relevant to forensic psychology, police psychology, what constitutes expert testimony, how assessments are conducted, and working as a psychologist in the correctional system

Fall 2025: PSYC BC2178

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 2178	001/00109	T Th 8:40am - 9:55am 408 Zankel	Kathleen Taylor	3.00	55/150

PSYC BC3152 Psychological Aspects of Human Sexuality. 4 points.

Not offered during 2024-2025 academic year.

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.

Not offered during 2024-2025 academic year.

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 2024-2025 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 problems will be considered from both a theoretical and an applied perspective.

PSYC BC3156 POLITICAL PSYCHOLOGY. 4.00 points.

Prerequisites: PSYC BC1001
Prerequisites: PSYC BC1001 BC1001, at least one psychology lab, and permission of the instructor. This seminar will explore what psychology can tell us about politics. The focus will be on citizens as active consumers of political information. Topics include ideology and partisanship, attitude formation and change, motivated reasoning, metacognition, persuasion, rationality, intergroup processes, conflict, distrust and conspiracism

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 INTRO TO CULTURAL PSYCHOLOGY. 4.00 points.

Prerequisites: BC1001 and either BC1124/1125, BC1125, BC2141, or permission of the instructor. Enrollment limited to 20 students; and senior psychology majors.
Prerequisites: BC1001; and either BC1124/1125, BC1125, BC2141, or permission of the instructor. Priority given to senior psychology majors. Critically investigates the universalizing perspectives of psychology. Drawing on recent theory and research in cultural psychology, examines cultural approaches to psychological topics such as the self, human development, mental health, and racial identity. Also explores potential interdisciplinary collaborations. The following Columbia University course is considered overlapping and a student cannot receive credit for both the BC course and the equivalent CU course: PSYC UN2650 Intro to Cultural Psychology

PSYC BC3164 PERCEPTION AND LANGUAGE. 4.00 points.

Prerequisites: BC 1001 and one of the following: BC1106/1107, BC1109/1110, BC1118/1119, BC1128/1129, or permission of the instructor. Enrollment limited to 20 students
Psychological investigations of spoken communication from a listener’s perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication.

Spring 2025: PSYC BC3164

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3164	001/00263	W 6:10pm - 8:00pm 306 Milbank Hall	Robert Remez	4.00	11/16

PSYC BC3165 THE SOCIAL SELF. 4.00 points.

Review of the classic and contemporary empirical research pertaining to the self, with an emphasis on the self as a socially-based construct. Focus on the social basis of identity, self-concept, and self-regulation

PSYC BC3166 SOCIAL CONFLICT. 4.00 points.

Prerequisites: BC1001 and one additional Psychology course. Or permission of the instructor. Enrollment limited to 20 students.
Review of current literature in social psychology related to social conflict. We will examine factors that lead to conflict between individuals and between groups, as well as consequences of interpersonal conflict and effective strategies for conflict resolution. We will examine conflict in several applied domains, including the workplace and romantic relationships, and between religious, racial, and ethnic groups

PSYC BC3170 Introduction to Psychoanalysis. 4 points.
Not offered during 2024-2025 academic year.

Prerequisites: BC1001 and BC2156 Introduction to Clinical Psychology. Or permission of the instructor. Enrollment limited to 20 students.
Introduces the major contributors to contemporary psychoanalysis. Surveys changes in theory and technique covering Freud, Ego Psychology and Contemporary Freudian views, Object Relations Schools (e.g. Klein, Winnicott), Self Psychology, and Interpersonal and relational approaches. Additional topics may include relevant psychoanalytic research and applications to art, cultural considerations, and current controversies.

PSYC BC3179 CEPHALOPOD COGNITION. 4.00 points.

This seminar is designed to introduce you to the methods used to discern and describe the cognitive repertoire of novel, understudied, animals. The animals which we will specifically examine in the class are octopuses and cuttlefish. Over the course of the semester you will learn how we define cognitive abilities in humans and examine them in various animal species for modeling and comparison purposes. Each week you will examine one specific ability in humans, a traditional animal model, and a cephalopod. In this manner you will come to understand the historical process of understanding animal cognition, the current state of the literature in at least one area of cephalopod cognition and be capable of proposing a novel experiment as a way to extend our knowledge of that area of cephalopod cognition

Spring 2025: PSYC BC3179

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3179	001/00254	Th 1:10pm - 3:00pm 406 Barnard Hall	Ken Light	4.00	14/16

PSYC BC3195 SEMINAR IN EDUCATIONAL PSYCHOLOGY: HUMAN LEARNING AND EDUCATIONAL PRACTICE. 4.00 points.

Prerequisites: PSYC BC1001
This seminar provides an introduction and overview of key contemporary research and professional issues in the field of Educational Psychology. Educational psychology can help students develop well-informed, empirically sound, creative, and ethical judgments about educational goals, policies, and practices. This course examines the theoretical and applied aspects of learning, motivation, human development, assessment and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning theories that underlie education and human development. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences

PSYC BC3362 ANXIETY, OBSESSIVE-COMPULSIVE, AND RELAT. 4.00 points.

Prerequisites: (PSYCH BC2141) and (PSYCH BC1001)

Prerequisites: (PSYCH BC2141) and (PSYCH BC1001) This course presents an in depth investigation of anxiety disorders, obsessive-compulsive disorder (OCD), and OCD-related disorders, from a primarily psychological perspective. The course will focus on the phenomenology, correlates, and contributing factors of these conditions. Students will also learn about the current psychological treatments for these disorders. Emphasis will be placed on recent empirical research findings

Fall 2025: PSYC BC3362

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3362	001/00577	T 12:10pm - 2:00pm 318 Milbank Hall	Michael Wheaton	4.00	18/18

PSYC BC3363 PEDAGOGY HIGHER EDUC:PSYCH. 4.00 points.

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

Spring 2025: PSYC BC3363

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3363	001/00306	T 2:10pm - 4:00pm 318 Milbank Hall	Susan Sacks	4.00	13/16

PSYC BC3364 PSYCHOLOGY OF LEADERSHIP. 4.00 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 womens 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

Spring 2025: PSYC BC3364

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3364	001/00255	Th 2:10pm - 4:00pm 113 Milstein Center	Tara Well	4.00	11/16

PSYC BC3365 The Psychology Of Conspiracy. 4 points.

Not offered during 2024-2025 academic year.

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.

Not offered during 2024-2025 academic year.

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 2024-2025 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 PSYCHOLOGY OF CREATIVITY. 4.00 points.

Prerequisites: BC1001 and permission of the instructor. Consideration of classic Psychodynamic (the unconscious/incubation), Psychometric (testing/training), and Personaility (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

Spring 2025: PSYC BC3368

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3368	001/00256	W 12:10pm - 2:00pm 502 Diana Center	Patricia Stokes	4.00	10/20

PSYC BC3369 LANGUAGE DEVELOPMENT. 4.00 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.

Prerequisites: PSYC BC1001 and one of the following: PSYC W2240, PSYC BC1129, or LING UN1101. 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 BC3371 Gender Development. 4 points.

Prerequisites: (PSYC BC1001) and (PSYC BC1129) or (PSYC BC1138) This course examines how individuals develop a concept of gender, across the lifespan. What cues trigger the classification of others, and oneself, by gender? What physiological, cognitive, and sociocultural processes guide this development? We will explore how various theoretical approaches in psychology help us understand this fundamental aspect of development.

PSYC BC3372 Comparative Cognition. 4 points.
Not offered during 2024-2025 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. 4.00 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

Spring 2025: PSYC BC3373

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3373	001/00257	Th 4:10pm - 6:00pm 405 Barnard Hall	Tara Well	4.00	8/16

PSYC BC3379 PSYCH OF STEREOTYPING/PREJUDIC. 4.00 points.

Prerequisites: (PSYC BC1001) BC1001 and permission of the instructor. Enrollment limited to 20 students.

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

Fall 2025: PSYC BC3379

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3379	001/00579	Th 2:10pm - 4:00pm 214 Milbank Hall	Isabelle Portelinha	4.00	11/16

PSYC BC3380 EXPLORING THE PSYCHOLOGY OF IMAGINATION. 4.00 points.

We spend much of our time in our imaginations: we daydream or immerse ourselves in fiction, children engage in pretend play, and we mentally simulate how our room might look if we rearrange the furniture. Imagination forms a critical link between perception, memory, creativity, and higher-order thinking. This seminar will examine imagination and mental simulation from the perspective of modern psychology. We will consider how imagination is formed in children, how it is used in adults, whether machines might imagine, and how we can study the contents of our imaginations.

Spring 2025: PSYC BC3380

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3380	001/00262	M 1:10pm - 3:00pm 214 Milbank Hall	Michelle Greene	4.00	16/16

PSYC BC3381 Theory of Mind and Intentionality. 4 points.
Not offered during 2024-2025 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. 4.00 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

Spring 2025: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00264	T 9:00am - 10:50am 405 Barnard Hall	Erica Musser	4.00	16/16

Fall 2025: PSYC BC3382

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3382	001/00583	T 9:00am - 10:50am 119 Milstein Center	Erica Musser	4.00	14/16

PSYC BC3384 Social Cognition. 4 points.

Not offered during 2024-2025 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 BC3388 Imitation and Language. 4 points.

Not offered during 2024-2025 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. 4.00 points.**PSYC BC3390 CANINE COGNITION. 4.00 points.**

Prerequisites: PSYC 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 dogs social cognitive skills; canid perceptual and sensory capacities; dog-primate comparative studies; and dog-human interaction

Fall 2025: PSYC BC3390

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3390	001/00913	T 9:00am - 10:50am 101a Barnard Hall	Alexandra Horowitz	4.00	13/15

PSYC BC3391 Psychology of Time. 4 points.**Not offered during 2024-2025 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 BC3393 INTERVNTNS DEVELPMNTL DISABIL. 4.00 points.**Not offered during 2024-2025 academic year.**

Prerequisites: BC1001, BC1127/1129, BC2156, or permission of the instructor. Seniors are given priority.

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

Spring 2025: PSYC BC3393

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3393	001/00304	Th 2:10pm - 4:00pm 318 Milbank Hall	Erica Musser	4.00	14/16

Fall 2025: PSYC BC3393

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3393	001/00600	Th 2:10pm - 4:00pm 318 Milbank Hall	Erica Musser	4.00	14/16

PSYC BC3394 METACOGNITION. 4.00 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 2024-2025 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 BC3399 HUMAN AND MACHINES. 4.00 points.

Prerequisites: (PSYC BC1001) and

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 BC3406 SEM IN CLINICAL PSYCH: PSYCHOTIC DISORDERS AND BIPOLAR DISORDERS. 4.00 points.

This seminar will focus on the schizophrenia-spectrum disorders and bipolar disorders. Topics include historical perspectives, diagnoses and symptoms, neural changes associated with the disorders, and research on effective treatments. Emphasis will be places on the impact of serious mental illness on families and communities as well as cultural differences in diagnosis, treatment and outcomes.

PSYC BC3408 SEMINAR IN CLINICAL PSYCHOLOGY. 4.00 points.

This course offers an in-depth examination of depressive disorders, including major depressive disorder, persistant depressive disorder, post-partum depression, premenstrual dysmorphic disorder, and pediatric depression. Topics include historical perspectives, current understanding of diagnoses and symptoms, neural changes associated with the disorders, and research on effective treatments. Emphasis will be placed on the impact of depressive disorders on families and communities, as well as gender and cultural differences in diagnosis, treatment and outcomes

Fall 2025: PSYC BC3408

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3408	001/00597	M 10:10am - 12:00pm 308 Diana Center	Kathleen Taylor	4.00	12/20

PSYC BC3409 SOCIAL INTERACTION. 4.00 points.

In this seminar, we will read and discuss current literature in psychology related to social interaction. We will examine fundamental processes involved in social interaction, consider how social interaction varies as a function of people's social identities (e.g., gender, social class, and race), and discuss how social interaction influences close relationships, intergroup attitudes, and well-being. We will pay close attention to how these topics are studied (e.g., to methods, samples, and researcher identities) and to the broader implications of the research

PSYC BC3465 Field Work # Research Seminar: Toddler Center. 4.00 points.

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.

PSYC BC1129/2129 (with or without lab) as well as permission of the instructor. The Barnard Toddler Center provides the focus for this seminar and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. The seminar integrates theory and research and for AY 20-21 will use daily recordings of the toddler sessions as the centerpiece for understanding early development. The unique context of Covid19 will be used to understand risks in development, especially for vulnerable children and families. Second term students will also conduct research on parenting during the pandemic

Fall 2025: PSYC BC3465

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3465	001/00590	T 2:10pm - 4:00pm 306 Milbank Hall	Anna Shusterman	4.00	16/16

PSYC BC3466 FIELD WORK # RESEARCH SEMINAR: TODDLER CENTER. 4.00 points.

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.

PSYC BC1129/2129 (with or without lab) as well as permission of the instructor. The Barnard Toddler Center provides the focus for this seminar and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. The seminar integrates theory and research and for AY 20-21 will use daily recordings of the toddler sessions as the centerpiece for understanding early development. The unique context of Covid19 will be used to understand risks in development, especially for vulnerable children and families. Second term students will also conduct research on parenting during the pandemic

Spring 2025: PSYC BC3466

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3466	001/00259	T 2:10pm - 4:00pm 214 Milbank Hall	Andrea Fields	4.00	16/20

PSYC BC3473 CLINICAL FIELD PRACTICUM. 4.00 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.

Prerequisites: Three psychology courses and permission of the instructor required during program planning the fall 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

Spring 2025: PSYC BC3473

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3473	001/00260	T 11:00am - 12:50pm 222 Milbank Hall	Julia Sheehy	4.00	15/16

PSYC BC3606 INDEPENDENT STUDY. 1.00-4.00 points.

Prerequisites: Open to majors and non-majors with written permission of the department member who will supervise the project.

This course can be worth 1 to 4 credits (each credit is equivalent to approximately three hours of work per week), and requires a Barnard faculty as a mentor. The course will be taken for a letter grade, regardless of whether the student chooses 1, 2, 3, or 4 credits. The expectations for each of these options are as follows: 1 credit, 3h/week commitment, 5-10 page "Research Report" at the end of the term; 2 credits, 6h/week commitment, 5-10 page "Research Report" at the end of the term; 3 credits, 9h/week commitment, 15-20 page "Research Report" at the end of the term; 4 credits, 12h/week commitment, 15-20 page "Research Report" at the end of the term. "Research Report" is a document submitted to the person grading the student, the instructor of record for the section in which the student has enrolled. If a student is working off-site, then input from the off-site research mentor will inform the grading. The "Research Report" can take a variety of forms: progress reports on data collected, training received, papers read, skills learned, etc.; or organized notes for lab notebooks, lab meetings, etc.; or manuscript-like papers with Intro, Methods, Results, Discussion; or some combination thereof, depending on the maturity of the project. Ultimately, this will take different forms for different students/labs

Spring 2025: PSYC BC3606

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3606	001/00271		Peter Balsam	1.00-4.00	0/5
PSYC 3606	002/00273		Robert Brotherton	1.00-4.00	0/5
PSYC 3606	004/00274		Colin Leach	1.00-4.00	0/5
PSYC 3606	005/00275		Ken Light	1.00-4.00	6/5
PSYC 3606	006/00276		Koleen McCrink	1.00-4.00	6/15
PSYC 3606	007/00277		Michelle Greene	1.00-4.00	0/5
PSYC 3606	009/00278		Robert Remez	1.00-4.00	1/5
PSYC 3606	010/00294		Susan Sacks	1.00-4.00	0/10
PSYC 3606	011/00279		Ann Senghas	1.00-4.00	0/5
PSYC 3606	012/00280		Katherine Thorson	1.00-4.00	2/5
PSYC 3606	013/00282		Lisa Son	1.00-4.00	10/15
PSYC 3606	016/00284		Kathleen Taylor	1.00-4.00	3/7
PSYC 3606	017/00285		Tara Well	1.00-4.00	0/5
PSYC 3606	018/00287		Michael Wheaton	1.00-4.00	2/7
PSYC 3606	019/00290		E'mett McCaskill	1.00-4.00	1/5
PSYC 3606	022/00293		Alexandra Horowitz	1.00-4.00	6/15

Fall 2025: PSYC BC3606

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3606	002/00601		Robert Brotherton	1.00-4.00	2/5
PSYC 3606	004/00602		Colin Leach	1.00-4.00	1/5
PSYC 3606	005/00603		Ken Light	1.00-4.00	2/5
PSYC 3606	006/00604		Koleen McCrink	1.00-4.00	1/12
PSYC 3606	007/00605		Michelle Greene	1.00-4.00	2/5
PSYC 3606	009/00606		Robert Remez	1.00-4.00	1/5
PSYC 3606	010/00607		Mariel Roberts	1.00-4.00	3/15
PSYC 3606	011/00608		Ann Senghas	1.00-4.00	0/5
PSYC 3606	012/00609		Katherine Thorson	1.00-4.00	2/5
PSYC 3606	013/00610		Lisa Son	1.00-4.00	8/15
PSYC 3606	014/00616		Kate Turetsky	1.00-4.00	1/5
PSYC 3606	015/00774		Susan Sacks	1.00-4.00	0/5
PSYC 3606	016/00615		Kathleen Taylor	1.00-4.00	5/8
PSYC 3606	017/00614		Tara Well	1.00-4.00	0/5

PSYC BC3617 SENIOR RESEARCH THESIS. 1.00 point.

Discussions of the student's Independent Research project during the fall and spring terms that culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution

Fall 2025: PSYC BC3617

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3617	001/00594	M 12:10pm - 2:00pm 306 Milbank Hall	Lisa Son	1.00	13/16

PSYC BC3618 SENIOR RESEARCH THESIS. 1.00 point.

Discussions of the student's Independent Research project during the fall and spring terms that culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution

Spring 2025: PSYC BC3618

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PSYC 3618	001/00258	M 12:10pm - 2:00pm 501 Diana Center	Lisa Son	1.00	9/20

Cross-Listed Courses

Africana Studies

AFRS BC3160 Fanon's Psychology of the Oppressed. 4.00 points.

Frantz Fanon's ideas have been influential for decades among theorists, practitioners, and activists alike. This seminar is focused on understanding Fanon's particular perspective on the psychology of the oppressed and its relevance for examining the experience of past and present racialized inequality and its effects in society. The course is divided into four sections, which build cumulatively. I). An introductory section introduces Fanon's central ideas (e.g., dialecticism, existentialism, post-colonialism) in their intellectual and socio-historical context (e.g., the Algerian revolution, African decolonization, South African Apartheid, the US civil rights and women's rights movements). II). A second section locates Fanon in psychological theory and therapeutic theory and practice. The cultural and political (Eurocentric?) roots of psychological theory and practice are examined as are notions of oppression causing psychological and physical violence as well as psychopathology / psychological disorder. III). A third section examines Fanon and others psychological approaches to identity with particular attention to the presumed "inferiority complex" of oppressed peoples, nationalist and other reconstructions of identity in opposition to oppression, sociological psychological conceptualizations of stigma, and Dubois's influential ideas regarding double consciousness. IV). A fourth and final section focuses on resistance and rebellion. The focus here is on the psycho-moral implications of (violent, peaceful, non-disruptive) action against oppression with reference to the distinct perspectives of Fanon in comparison to influential figures like Gandhi and M.L.K Jr. These issues are linked to a post-Fanon approach to the psychology of the oppressed called Liberation Psychology

Fall 2025: AFRS BC3160

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3160	001/00166	W 2:10pm - 4:00pm 308 Diana Center	Colin Leach	4.00	14/20

Neuroscience and Behavior (Barnard)

NSBV BC1001 INTRODUCTION TO NEUROSCIENCE. 3.00 points.

This course is required for all the other courses offered in Neuroscience and Behavior. The course introduces students to the anatomy and physiology of the nervous system. The topics include the biological structure of the nervous system and its different cell types, the basis of the action potential, principles of neurotransmission, neuronal basis of behavior, sleep/wake cycles, and basic aspects of clinical neuroscience

Spring 2025: NSBV BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 1001	001/00036	T Th 8:40am - 9:55am 304 Barnard Hall	BJ Casey	3.00	139/180

Fall 2025: NSBV BC1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 1001	001/00095	T Th 8:40am - 9:55am 304 Barnard Hall	BJ Casey	3.00	183/200

NSBV BC2154 HORMONES AND BEHAVIOR. 3.00 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

Fall 2025: NSBV BC2154

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 2154	001/00196	M W 5:40pm - 6:55pm 202 Milbank Hall	Kara Pham	3.00	26/40

NSBV BC2180 Neurodevelopmental Processes and Cognitive/ Behavioral Disorders. 3 points.
Not offered during 2024-2025 academic year.

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.

NSBV BC3367 Transformative Landmarks in Neuroscience. 4 points.
Not offered during 2024-2025 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 BC3376 PSYCHOBIOLOGY OF INFANT DEVELOPMENT. 4.00 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 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

Fall 2025: NSBV BC3376

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3376	001/00743	T 4:10pm - 6:00pm 214 Milbank Hall	William Fifer	4.00	14/15

NSBV BC3377 Adolescent Neurobehavioral Development. 4 points.
This seminar will explore neurobehavioral development throughout pubertal and adolescent stages of development. Specifically, topics will include how neuroendocrine changes induce pubertal onset, structural and functional changes in the adolescent brain, and how these developmental changes influence normal and abnormal psychophysiological processes. Students who complete this seminar will learn to: 1) demonstrate experimental methods used in developmental psychobiological research; 2) demonstrate the impact of structural and functional changes in the nervous system on the physiology and behavior of an individual; 3) critically read and interpret the primary research literature and discuss the strengths and weaknesses of experimental results; 4) conduct literature searches and synthesize these searches in to a comprehensive literature review; and 5) write a scientific literature review.

Fall 2025: NSBV BC3377

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3377	001/00205	T 2:10pm - 4:00pm 227 Milbank Hall	Russell Romeo	4	14/16

NSBV BC3380 Cognitive Neuroscience. 4 points.
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.

NSBV BC3381 Visual Neuroscience: From the Eyeball to the Mind's Eye. 4.00 points.

By absorbing electromagnetic radiation through their eyes, people are able to catch frisbees, recognize faces, and judge the beauty of art. For most of us, seeing feels effortless. That feeling is misleading. Seeing requires not only precise optics to focus images on the retina, but also the concerted action of millions of nerve cells in the brain. This intricate circuitry infers the likely causes of incoming patterns of light and transforms that information into feelings, thoughts, and actions. In this course we will study how light evokes electrical activity in a hierarchy of specialized neural networks that accomplish many unique aspects of seeing. Students will have the opportunity to focus their study on particular aspects, such as color, motion, object recognition, learning, attention, awareness, and how sight can be lost and recovered. Throughout the course we will discuss principles of neural information coding (e.g., receptive field tuning, adaptation, normalization, etc.) that are relevant to other areas of neuroscience, as well as medicine, engineering, art and design

NSBV BC3383 Neuropharmacology and Behavior. 4 points.

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.

NSBV BC3387 TOPICS IN NEUROETHICS. 4.00 points.

Prerequisites: BC1001 and one of the following: Neurobiology, Behavioral Neuroscience, Fundamentals of Neuropsychology, or permission of the instructor. Enrollment limited to 20 students. 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

Spring 2025: NSBV BC3387

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3387	001/00104	Th 9:00am - 10:50am 308 Diana Center	E'mett McCaskill	4.00	16/15

Fall 2025: NSBV BC3387

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3387	001/00203	Th 9:00am - 10:50am 119 Milstein Center	E'mett McCaskill	4.00	19/20

NSBV BC3392 PSYCHOBIOLOGY OF STRESS. 4.00 points.**Not offered during 2024-2025 academic year.**

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

Fall 2025: NSBV BC3392

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3392	001/00204	Th 2:10pm - 4:00pm 227 Milbank Hall	Russell Romeo	4.00	11/14

NSBV BC3394 Neurobiology of Social Behaviors . 4 points.

Prerequisites: (PSYC BC2119) or (PSYC BC3362)

This course explores behavioral neuroscience through a guided reading and discussion of recent scientific literature involving research in two "opposite" behaviors, sexual courtship and aggression. These are complex social behaviors that are highly conserved across species. Although some of their features are species-specific, there are broad similarities throughout the animal kingdom. Complex interactions between genes, environmental signals, and hormones influence the development and manifestation of these behaviors, but the core circuitries involved appear to be pre-wired in the nervous system, as animals with no previous social experience can engage in normal encounters that are characterized by stereotyped behavioral patterns. The study of innate social behaviors in genetically tractable organisms offers unique opportunities to identify underlying neuronal circuitry, understand how this circuitry is genetically specified and elucidate the contributions of neuronal sexual dimorphism.

NSBV BC3396 Topics in Systems Neuroscience: The Receptive Field. 4 points.

Prerequisites: (Psyc BC1119) or (Biol BC3362)

How should we think about the brain? How can we simplify and interpret its dizzying complexities? And specifically, what conceptual frameworks are useful in constraining our interpretations of neuronal activity? This seminar – Topics in Systems Neuroscience – is aimed at defining and dissecting the ideas and models that guide our thinking about the brain. This semester the focus will be on the concept of the receptive field. We will examine how this idea has been applied across brain regions and sensory modalities and has been examined with experimental/computational approaches. Attention will be paid to both the historical background and contemporary views. The receptive field has provided a useful conceptual framework since the early 20th century. After developing the traditional concept of a sensory receptive field, we will critically examine the limits of this concept. This potentially simplifying concept underlying brain function also contains open questions regarding perception, cognition and behavior. By the end of the course we will develop a richer understanding of how conceptual frameworks, in general, can help (and hurt!) but ultimately hone our thinking.

NSBV BC3397 Neural Modulation. 4 points.

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 ground breaking primary literature and review articles published in the field of neuroscience.

NSBV BC3398 PSYCHOBIOLOGY OF SLEEP. 4.00 points.

This seminar will explore sleep and circadian rhythms, emphasizing how these factors and their disruption influence human health, disease, function, and well-being. Topics will include the physiologic 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, as well as sleep disorders and their treatment. NOTE: The course description is the same for the fall/spring course and the summer course

Spring 2025: NSBV BC3398

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3398	001/00038	M 4:10pm - 6:00pm 405 Barnard Hall	Ari Shechter	4.00	11/12

NSBV BC3405 NEUROSCIENCE OF TRAUMA. 4.00 points.

Prerequisites: PSYBC1119

This course provides a comprehensive overview of theoretical models and research relevant to the neurobiology, neurophysiology, neuroanatomy and neurodevelopmental processes underlying psychological trauma. Cognitive, emotional and behavioral symptoms associated with post traumatic experience are examined from a neuroscience perspective. Neurotherapeutic treatment interventions are reviewed and critiqued as models of applied clinical neuroscience

Spring 2025: NSBV BC3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3405	001/00105	T Th 2:40pm - 3:55pm 328 Milbank Hall	E'mett McCaskill	4.00	55/50

NSBV BC3593 RSRCH/SEM-NEUROSCNCE#BEHAVIOR. 4.00 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. 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 2025: NSBV BC3593

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3593	001/00206	Th 4:10pm - 6:00pm 111 Milstein Center	Peter Balsam	4.00	17/25
NSBV 3593	002/00207	Th 4:10pm - 6:00pm 119 Milstein Center	Elizabeth Bauer	4.00	19/25
NSBV 3593	003/00208	Th 4:10pm - 6:00pm LI001 Milstein Center	Alex White	4.00	16/25
NSBV 3593	004/00990	Th 4:10pm - 6:00pm 307 Milbank Hall	Kevin Bath	4.00	16/25

NSBV BC3594 RSRCH/SEM-NEUROSCNC#BEHAVIOR. 4.00 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. 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

Spring 2025: NSBV BC3594

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3594	001/00046	Th 4:10pm - 6:00pm 111 Milstein Center	Peter Balsam	4.00	20/25
NSBV 3594	002/00047	T 4:10pm - 6:00pm 111 Milstein Center	John Glendinning	4.00	24/25
NSBV 3594	003/00048	Th 4:10pm - 6:00pm 113 Milstein Center	Russell Romeo	4.00	22/25

Philosophy (Barnard)

PHIL V2400 Psychology and Philosophy of Human Experience. 3 points.

Not offered during 2024-2025 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 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.

Science/Technology/Engineering/Math (STEM)

STEM BC2223 PROGRAMMING BEHAV SCIENCES. 4.00 points.

Consortium for Critical Interdisciplinary Studies

221 Barnard Hall
212-854-6146
ccis@barnard.edu

Department Manager: Michelle Rowland
Administrative Assistant: Symone Biggestaff

Administrative Assistant: Symone Biggerstaff

Our Mission

A joint effort by the [Africana Studies](#), [American Studies](#), and [Women's, Gender & Sexuality Studies](#) Departments, the Consortium for Critical Interdisciplinary Studies (CCIS) is dedicated to creating a vibrant intellectual community across disciplinary boundaries and fostering the in-depth study of the complex intersections of race, ethnicity, Indigeneity, gender, sexuality, and class at Barnard College.

For Barnard undergraduates, CCIS offers ffive interdisciplinary minors/ concentrations:

1. [ADAAS \(Asian Diaspora and Asian American Studies\)](#)
2. [Interdisciplinary Concentration on Race and Ethnicity and the Minor on Race and Ethnicity \(ICORE/MORE\)](#)
3. [Environmental Humanities Minor and Concentration \(EHMC\)](#)
4. [Feminist/Intersectional Science and Technology Studies \(F/ISTS\)](#)
5. [Native American and Indigenous Studies \(NAIS\)](#)

All Barnard students, regardless of their major, have an opportunity to minor in one or more of these offerings. Students majoring in one of the three CCIS disciplines (Africana Studies, American Studies, and Women's Gender & Sexuality Studies) also have the opportunity to concentrate in one of these offerings, integrating the curriculum into their major requirements.

This program is supervised by the Steering Committee of the Consortium for Critical Interdisciplinary Studies (CCIS) at Barnard:

Professors: Elizabeth Bernstein (Professor of Women's, Gender and Sexuality Studies; and Sociology), Monica Miller (Ann Whitney Olin Professor of English and Africana Studies)

Associate Professors: Manu Karuka (Associate Professor of American Studies, and affiliated faculty with Women's, Gender & Sexuality Studies)

Assistant Professor: Manijeh Moradian (Assistant Professor of Women's, Gender & Sexuality Studies)

Environmental Humanities Minor/Concentration

The Environmental Humanities Minor/Concentration (EHMC) will serve Barnard students in two ways. As a *concentration*, it will permit students in the three CCIS majors (Africana Studies, American Studies, and Women's Gender and Sexuality Studies) to collectively focus their studies on the ways in which pressing issues surrounding environmentalism, global warming, land- and water-rights activism, and non-human rights intersect with race, ethnicity, gender, and class. As a *minor*, it will be available to all Barnard students, providing them an opportunity to explore how scholarship across the humanities and social sciences contributes to wider environmental conversations.

Core Requirements

Six courses will be required for the EHMC. All participating students will be required to take the introductory lecture and lab in the Environmental Science department (EESC BC1001 Environmental Science I and EESC BC1011 Environmental Science I Lab) as well as WMST BC2150 INTERSECTIONAL FEMINISMS. The remaining three requirements will be electives.

Capstone

An optional 1 credit mini-course, convened each spring for EHMC seniors to prepare their capstone presentations. During spring term of their senior year, EHMC students present their work in the Environmental Humanities.

Electives

Each year, new courses exploring environmental themes are developed by faculty in the humanities and social sciences.

Anthropology

ANTH BC3932	CLIM CHNG/GLOBAL MIGR/HUM RGT
ANTH UN3888	ECOCRITICISM FOR THE END TIMES
ANTH UN3861	Anthropology of the Anthropocene
ANTH V3811	Toxic
ANTH 2011	

Art History

AHIS GU4150	Tourism, Nature, and the North American Landscape
AHIS GU4520	Gothic Nature

English-Theater Arts

ENTA UN3340	Environmental crisis on the Shakespearean Stage

Center for the Study of Ethnicity and Race

CSER UN3219	NATIVE FOOD SOVEREIGNTY

History

HIST UN3019	Rivers, Politics, and Power in the United States
HIST W4568	The American Landscape to 1877
HIST UN2222	NATURE # POWER: ENV HIST NORTH AMERICA
HIST BC3177	Capitalism and Climate Change
HIST GU4218	
HIST GU4811	Encounters with Nature: The History and Politics of Environment, Health and Development in South Asia and Beyond

Institute for the Study of Human Rights

HRTS GU4600	HUMAN RIGHTS IN ANTHROPOCENE

Latin American and Iberian Cultures

SPAN UN3656	The Latin American Anthropocene

Political Science

POLS GU4412	ENVIRONMENTAL POLITICS IN LATIN AMERICA

Public Health

PUBH GU4200	Environment, Health, and Justice: Concepts and Practice

Religion

RELI GU4807	DIVINE HUMAN ANIMAL

Urban Studies

URBS UN3350	ENVIRONMENT, CLIMATE CHANGE AND VULNERABILITY OF CITIES: OUR NEW "NORMAL"

Women's, Gender and Sexuality Studies

WMST BC3513	CRITICAL ANIMAL 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:

Introductory Level (2 courses)

CSER UN1040	CRIT APPRO-STUDY OF ETH # RACE	3
WMST BC2140	Critical Approaches in Social and Cultural Theory	3

Intermediate Level (2 courses)

Harlem:		
Select one of the following:		3

AFRS BC3020	Harlem Crossroads	
AFRS BC3550	GAY HARLEM	
AHIS BC3948		
AFEN BC3148	Literature of the Great Migration: 1916-1970	
ENGL BC3196	HARLEM RENAISSANCE LITERATURE	
RELI V2615	Religions of Harlem	
Concepts in Race and Ethnic Studies:		
Select one course from among the following three topics (see below)		3
Advanced Level (1 course)		
Select one course from the following groups:		3-4
Relevant Seminars in the Consortium Majors:		
Students should check with the department offering the seminar for course application/admission procedures		
AFRS BC3110	THE AFRICANA COLLOQUIUM	
AFRS BC3570	Africana Issues: Diasporas of the Indian Ocean	
ANTH V3988	Race/Sexuality Science and Social Practice	
CSER UN3905	ASIAN AMERICAN # PSYCH OF RACE	
CSER W3906	Race in Scientific and Social Practice	
CSER UN3928	COLONIZATION/DECOLONIZATION	
CSER W3935		
CSER UN3940	COMP STUDY OF CONSTITUTNL CHAL	
DNCE BC3980	Performing the Political: Embodying Change in American Performance	
ENGL BC3997	SENIOR SEMINAR IN ENGLISH	
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 the Pepperfarm to the Megacity	
HIST BC3830	BOMBAY/MUMBAI AND ITS URBAN IMAGINARIES	
HIST BC3870	GENDER# MIGRATN: GLOBAL PERSPC	
CSER UN3926	LATIN MUSIC AND IDENTITY (formerly LATS W3926x)	
RELI W4825		
SPAN BC3990	SENIOR SEMINAR	
WMST W4303	Gender, Globalization, and Empire	
WMST W4305		
WMST W4308	SEXUALITY AND SCIENCE	
WMST W4320	Queer Theories and Histories	
Special Topics in Critical Studies:		

Concepts in Race and Ethnic Studies topics

People, Power, and Place

Courses that explore in geographical context the processes, including the operations of power, by which people are constituted as ethnic and racial groups

AFEN BC3525	Atlantic Crossings: The West Indies and the Atlantic World	4

AFRS BC3055	Slave Resistance in the United States from the Colonial Era to the Civil War	3
AFRS BC2005	CARIBBEAN CULTURE # SOCIETIES	3
AFRS/WMST BC3121	Black Women in America	4
AFRS BC3589	BLK SEXUAL PLTCS U.S.POP CLTR	4
ANTH UN3300	Pre-Columbian Histories of Native America	3
ANTH V3810	Madagascar	4
CSER W1012	History of Racialization in the United States	3
CSER V3440	The Changing American City	4
CSER UN3490	POST 9/11 IMMIGRATION POLICIES	4
CSER W3510	Novels of Immigration, Relocation, and Diaspora	4
HIST BC2321	COLONIAL ENCOUNTERS	3
HIST BC2840	Topics in South Asian History	3
HIST BC2980	WORLD MIGRATION	3
POLS V3604	Civil Wars and International Intervention in Africa	3
RELI W4215	Hinduism Here	4
RELI W4620	Religious Worlds of New York	4
SOCI V3247	The Immigrant Experience, Old and New	3
SOCI V3324	Poverty, Inequality, and Policy: A Sociological Perspective	4
SOCI BC3907	COMMUNITIES AND SOCIAL CHANGE	4
SOCI BC3909	Ethnic Conflict and Unrest	4
WMST/AFRS BC3121	Black Women in America	4
WMST UN3915	GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES	4

Representation

Courses that explore cultural and political representations of ethnicity and race

AFRS BC3120	History of African-American Music	3
AFRS BC3146	African American and African Writing and the Screen	4
AFRS BC3150	RACE #PERFORMNCE IN CARIBBEAN	4
AHIS BC3642	NORTH AMERICAN ART AND CULTURE	3
AHIS W4089		3
ANTH V3160		3
ANTH V3928	Religious Mediation	4
CLRS W4190	Race, Ethnicity, and Narrative, in the Russian/Soviet Empire	3
CSER UN3701	LATINX RACIAL IDENTITY # CULTURAL PRODUCTION	4
CSER UN3904	Rumor and Racial Conflict	4
CSER UN3922	RACE#REPRESENTATION IN ASIAN AMER CINEMA (formerly ASAM W3992x)	4
CSER UN3970	Arab and Asian Diaspora in Literature and Film	4
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 IN ENGLISH	4
ENGL BC3998		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	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 # SOCIETIES. 3.00 points.

This course offers a chronological study of the Anglophone, Hispanophone, and Francophone insular Caribbean through the eyes of some of the region's most important writers and thinkers. We will focus on issues that key Caribbean intellectuals—including two Nobel prize-winning authors—consider particularly enduring and relevant in Caribbean cultures and societies. Among these are, for example, colonization, slavery, national and postcolonial identity, race, class, popular culture, gender, sexuality, tourism and migration. This course will also serve as an introduction to some of the exciting work on the Caribbean by professors at Barnard College and Columbia University (faculty spotlights)

Spring 2025: AFRS BC2005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 2005	001/00034	T Th 10:10am - 11:25am 302 Milbank Hall	Maja Horn	3.00	18/25

AFRS BC3020 Harlem Crossroads. 3 points.

Not offered during 2024-2025 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 2024-2025 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 BC3110 THE AFRICANA COLLOQUIUM. 4.00 points.

The Africana Studies Department offers special topics courses every year as colloquia. These colloquia provide opportunities for students to explore areas of particular interest within African Diasporic Studies in a seminar environment. Students earn 4 credits for these courses. There are multiple colloquia offered by the department every year. Some of the topics for these colloquia have included Critical Race Theory, Indian Ocean Diaspora, The New Black, Caribbean Women, and Black Shakespeare. As the topics change, students should check with the Chair of the Africana Studies Department if they have any questions about the topics for a particular academic year

Fall 2025: AFRS BC3110

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3110	001/00165	W 4:10pm - 6:00pm 308 Diana Center	Celia Naylor	4.00	2/15

AFRS BC3120 History of African-American Music. 3 points.

Not offered during 2024-2025 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 2024-2025 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.

Not offered during 2024-2025 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 #PERFORMNCE IN CARIBBEAN. 4.00 points.

Not offered during 2024-2025 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 GAY HARLEM. 4.00 points.

This course explores representations of queer Harlem in African American literature, sonic culture, and performance. We will consider the history and making of Harlem, key figures of the Harlem Renaissance, and the aesthetic innovations of writers and artists who defied the racial, sexual, and gendered conventions of their time. We will be guided by an intersectional approach to the study of race, gender, and sexuality and the methods of Black queer studies, African American and African diaspora literary studies, as well as sound and performance scholarship. We will ask when, where, and what was/is gay Harlem; how we might excavate its histories; map its borders; and speculate on its material and imagined futures

Fall 2025: AFRS BC3550

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AFRS 3550	001/00407	W 4:10pm - 6:00pm 501 Diana Center	Maleda Belilgne	4.00	12/16

AFRS BC3570 Africana Issues: Diasporas of the Indian Ocean. 4 points. Not offered during 2024-2025 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 BLK SEXUAL PLTCS U.S.POP CLTR. 4.00 points.

Prerequisites: Permission of the Instructor
Black Feminism(s)/Womanism(s)

Anthropology (Barnard)**ANTH UN3160 THE BODY AND SOCIETY. 4.00 points. Not offered during 2024-2025 academic year.**

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

As an introduction to the field of medical anthropology, this seminar addresses themes of health, affliction, and healing across sociocultural domains. Concerns include critiques of biomedical, epidemiological and other models of disease and suffering; the entwinement of religion and healing; technocratic interventions in healthcare; and the sociomoral underpinnings of human life, death, and survival. A 1000 level course in Anthropology is recommended as a prerequisite, although not required. Enrollment limited to 30. 4 units

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 V3810 Madagascar. 4 points.

Enrollment limit is 15. **Not offered during 2024-2025 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 2024-2025 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 2024-2025 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 GU4089 NATIVE AMERICAN ART. 4.00 points.

This course looks closely at objects and images produced by Native North Americans across history. Grounding our study in essays and guest lectures from Native scholars, we will investigate the significance of the works and how and to whom meaning is communicated. Beginning with an introduction that links aesthetics and worldview using the conventional organizing principle of the culture area, we quickly move on to case studies that take up key issues that persist for Native people living under settler colonialism today, including questions of sovereignty, self-expression, transformation and representation. Along the way, we will also tackle historiographic questions about how knowledge about Native art has been produced in universities and museums and how Indigenous people have worked to counter those discourses

Spring 2025: AHIS GU4089

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
AHIS 4089	001/00743	T Th 4:10pm - 5:25pm 302 Barnard Hall	Elizabeth Hutchinson	4.00	21/50

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 2024-2025 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 2024-2025 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.

CSER V3440 The Changing American City. 4 points.

Not offered during 2024-2025 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 2024-2025 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 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. 4.00 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.
 Prerequisites: Open to CSER majors/concentrators only. Others may be allowed to register with the instructors 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
 Fall 2025: CSER UN3928

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3928	001/10182	W 10:10am - 12:00pm 420 Hamilton Hall	Karl Jacoby	4.00	21/20

CSER UN3940 COMP STUDY OF CONSTITUTNL CHAL. 4.00 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

Spring 2025: CSER UN3940

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CSER 3940	001/15876	Th 10:10am - 12:00pm 420 Hamilton Hall	Elizabeth OuYang	4.00	16/22

Dance (Barnard)

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

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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 2024-2025 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.

English (Barnard)

ENGL BC3129 Explorations of Black Literature: Early African-American Lit. 1760-1890. 3 points.

Not offered during 2024-2025 academic year.

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 BC3134 CREATIVE NON-FICTION. 3.00 points.

Prerequisites: Enrollment limited to 16 students.

Writing sample required to apply. Instructions and the application form can be found here: <https://english.barnard.edu/english/creative-writing/courses>. Spring 2026: Drawing Cartoons and Comics In this class, New Yorker cartoonist and graphic novelist Liana Finck will teach you the basics of making single-panel cartoons, writing and drawing comics, and generally expressing yourself in a mixture of words and pictures. You will learn to diagram your problems, craft jokes, and tell stories visually. You'll get an overview of useful materials, programs and machines, and how to use all these things with a light enough touch that you can still focus on your art. You will get comfortable with processes for generating ideas and editing your work. We will read some graphic novels, look at lots of cartoons, and dip a toe into the history of colloquial visual storytelling. You will finish the semester with a large body of small-scale work, one serious longer piece, and a better understanding of your voice and what you have to say. My hope is that you'll leave the class confident in your ability to work visually, and with a regular practice if you want one

Spring 2025: ENGL BC3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3134	001/00174	W 11:00am - 12:50pm 913 Milstein Center	Nina Sharma	3.00	9/12

Fall 2025: ENGL BC3134

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENGL 3134	001/00275	T 11:00am - 12:50pm 912 Milstein Center	Nina Sharma	3.00	6/12

ENTH BC3144 Black Theatre. 4 points.

Not offered during 2024-2025 academic year.

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 2024-2025 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.

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

Not offered during 2024-2025 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 Caribbean (Kincaid); and New Zealand (Hulme).

ENGL BC3196 HARLEM RENAISSANCE LITERATURE. 4.00 points.

Not offered during 2024-2025 academic year.

Prerequisites: Enrollment limited to 20 students.

In the summer of 2021, Home to Harlem will focus on the writing and collaboration of Zora Neale Hurston and Langston Hughes in the 1920s. We will explore the cultural history and aesthetic debates that animated Harlem in the 1920s by reading them through the work (poetry, fiction, essays, plays) of Barnard and Columbia's own, who, for a time juggled student life in Morningside Heights and the joys and challenges of being major players in the Harlem or New Negro Renaissance. Hurston and Hughes navigated the demands of being an artist and representative of "the race" in both similar and different ways. They worked together to shape the Renaissance according to their radical visions and were friends and collaborators until they famously fell out. The goal of this class is to plot the individual and collective artistic growth and experimentation of Hurston and Hughes, as well as create a digital timeline and rendering of their individual and collaborative development. To that end, this class will use either or both of the digital tools Scalar and Timeline.js in creative and collaborative ways. The class will partner with the Digital Humanities Center at Barnard for workshops on these digital tools that will be linked to all of the course assignments and final projects. No prior experience with these tools is necessary.

History (Barnard)**HIST BC2321 COLONIAL ENCOUNTERS. 3.00 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.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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. 3.00 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

Fall 2025: HIST BC2980

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2980	001/00346	T Th 8:40am - 9:55am 328 Milbank Hall	Jose Moya	3.00	15/45

HIST BC3546 The Fourteenth Amendment and Its Uses. 4 points.
 BC: Fulfillment of General Education Requirement: Historical Studies (HIS).
Not offered during 2024-2025 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.
 BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

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 2024-2025 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15.
 Preregistration required. A general background on Latin America recommended but not absolutely required. Course limited to 15 students.
 Latin America has long been characterized by extreme and enduring inequalities - of class, income, race, and ethnicity. Examines patterns of inequality from different disciplinary perspectives, both historically and in the present. Examines not only causes and solutions but how scholars have approached inequality as an intellectual problem.

HIST BC3672 Perspectives on Power in 20th Century Latin America. 4 points.
 BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS).
Not offered during 2024-2025 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 BC3791 Lagos: From the Pepperfarm to the Megacity. 4.00 points.
Not offered during 2024-2025 academic year.

Prerequisites: Permission of the instructor. Enrollment limited to 15.
 Preregistration required.
 Lagos: The City Is... the unofficial capital of Nigeria the go-slow capital of the world Rem Koolhaas' planning mystery George Packer's mega-city nightmare Above all, as social scientist Margaret Peil once said, Lagos: The city is the people. At last count, over 15 million people to be (in)exact which makes Lagos the second most densely populated city in Africa. How does a city like Lagos come into being? What are its origins? What is its history in regional, continental, and global context? How does it 'work' and what work does it do for our understandings of cities, urbanization, urbanism, colonialism, globalization, trans-nationalism, and the spatial factor in Africanist historical analyses? This course examines the many Lagosese that have existed over time, in space, and in the imagination from the city's origins to the 21st century. This is a reading, writing, viewing, and listening intensive course. We will be reading 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 mega-city

HIST BC3870 GENDER# MIGRATN:GLOBAL PERSPC. 4.00 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

Spring 2025: HIST BC3870					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00842	W 9:00am - 10:50am 119 Milstein Center	Jose Moya	4.00	10/14
Fall 2025: HIST BC3870					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3870	001/00366	W 9:00am - 10:50am 318 Milbank Hall	Jose Moya	4.00	5/15

Political Science (Barnard)
POLS V3604 Civil Wars and International Intervention in Africa. 3 points.
 Enrollment limited to 110.**Not offered during 2024-2025 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 V2615 Religions of Harlem. 3 points.

Not offered during 2024-2025 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 W4215 Hinduism Here. 4 points.

Historical, theological, social and ritual dimensions of "lived Hinduism" in the greater New York area. Sites selected for in-depth study include worshipping communities, retreat centers, and national organizations with significant local influence. Significant fieldwork component

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.

Sociology (Barnard)

SOCI V3247 The Immigrant Experience, Old and New. 3 points.

BC: Fulfillment of General Education Requirement: Social Analysis (SOC I)., BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).

Not offered during 2024-2025 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 2024-2025 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. 4.00 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

Fall 2025: SOCI BC3907

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3907	001/00326	Th 4:10pm - 6:00pm 227 Milbank Hall	Dominic Walker	4.00	19/21

SOCI BC3909 Ethnic Conflict and Unrest. 4 points.

Not offered during 2024-2025 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)

SPAN BC3470 Latin(o) American Art in New York City: Critical Interventions, Institutions, and Creative Lives. 3 points.

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. 4.00 points.

Prerequisites: SPAN UN3300SPAN UN3349SPAN UN3350

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).

This course is a requirement for all majors and is taken in the Fall semester of the Senior year; students may register for the Barnard or Columbia (3991) section. In this academic writing workshop students develop individual research projects under the guidance of the course's instructor and in dialogue with the other participants' projects. The final assignment of the senior seminar (6000 words) is the senior essay. It is written in Spanish

Fall 2025: SPAN BC3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3990	001/00496	W 4:10pm - 6:00pm 214 Milbank Hall	Wadda Rios-Font	4.00	8/15

Women's Studies (Barnard)

WMST BC2140 Critical Approaches in Social and Cultural Theory. 3.00 points.

This course examines the conceptual foundations that support feminist and queer analyses of racial capitalism, security and incarceration, the politics of life and health, and colonial and postcolonial studies, among others. Open to all students; required for the major in Women's, Gender, and Sexuality Studies (WGSS) and the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/ MORE)

Spring 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00021	F 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	26/35

Fall 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00045	T Th 2:40pm - 3:55pm 140 Horace Mann Hall	Marisa Solomon	3.00	34/50

WMST BC3121 Black Women in America. 4 points.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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. 4.00 points.

Love and sex have long been studied as historical constructs influenced by social, political, and economic dimensions. This course aims to expand this discourse by incorporating the often-overlooked lens of technological mediation. Beginning with the premise that romantic love is deeply shaped by the affordances of the technology of the time, a critical awareness of technological mediation in romance –especially of digital technologies, i.e. online dating, social media, or cybersex– allows for a deeper understanding of how social categories such as gender, race, class, ability, or sexuality are technologically-mediated, thereby informing our societal and cultural perceptions of love, dating, and sex. Sandra Moyano-Ariza is Term Assistant Professor of WGSS and Research Director at BCRW. Her research works at the intersection of pop culture, philosophy, and digital technologies, with interests in the fields of media studies and digital scholarship, contemporary feminist theory, critical race theory, posthumanism, and affect theory

WMST BC3134 Unheard Voices: African Women's Literature. 4 points.

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

Not offered during 2024-2025 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 2024-2025 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. 4.00 points.

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 domination and struggle

WMST UN3915 GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES. 4.00 points.

Enrollment limited to 15.

Prerequisites: Critical Approaches or the instructor's permission. This course considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist and queer movements that have emerged to address contemporary gendered and sexual inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist and queer politics, and human rights. If it is a small world after all, how do forces of globalization shape and redefine the relationship between gender, sexuality, and powerful institutions like the state? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of nationalism and in the political economy of globalization? These questions will frame this course by highlighting how gender, sexuality, and power coalesce to impact the lives of individuals in various spaces including workplaces, the academy, the home, religious institutions, the government, and civil society, and human rights organizations. This course will enable us to think transnationally, historically, and dynamically, using gender and sexuality as lenses through which to critique relations of power and the ways that power informs our everyday lives and subjectivities

Fall 2025: WMST UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3915	001/10045	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Tara Gonsalves	4.00	13/15

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 W4308 SEXUALITY AND SCIENCE. 4.00 points.**WMST W4320 Queer Theories and Histories. 4 points.**

Enrollment limited to 20. **Not offered during 2024-2025 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: Anna Hotard

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 complexly 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—along 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: Beth Berkowitz

Professors: Elizabeth Castelli, John Stratton Hawley, Najam Haider

Associate Professor: Gale Kenny

Assistant Professors: Tiffany Hale, Tim Vasko

Term Assistant Professor: Meghan Hartman

Term Lecturer: Hussein Rashid

Other officers of the University offering courses listed below:

Professors: Gil Anidjar, Peter Awn, Courtney Bender, Euan Cameron, Matthew Engelke, Katherine Ewing, Bernard Faure, Rachel McDermott, David (Max) Moerman, Wayne Proudfoot, Robert Somerville, Mark C. Taylor, Robert Thurman

Associate Professors: Michael Como, Josef Sorett, Yannik Thiem

Assistant Professors: Clémence Boulouque, Zhaohua Yang

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 (a minimum of 40 credits), 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](#). Courses taken outside of the religion department must be approved by the student's adviser or department chair. Several [sample majors](#) 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 GU4105 RELIGION LAB. 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 programs in Human Rights and in Jewish Studies.

Courses of Instruction

RELI UN1120 Love Your Enemies?. 4.00 points.

We all have enemies, individual and collective, private and public, ephemeral or persistent. This seems increasingly true. But do we choose our enemies or do our enemies choose us? Do we invent the enemy? Is the enemy a "social construction," a fiction or is the enemy a "fact"? Do we need to believe in the enemy or is it better to know the enemy? And once there are enemies, is it really possible to love them? All enemies? Is that a religious commandment? Does religion have a special relationship to enemies? And what about frenemies? This course will explore different kinds of enemies such as they appear in sacred texts (the Bible, the Qur'ān), novels, films and popular culture. And yes, we will try to learn whether we can love our enemies

Fall 2025: RELI UN1120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1120	001/13113	M W 10:10am - 11:25am 602 Northwest Corner	Gil Anidjar	4.00	31/30

RELI UN1610 RELIGION AND POPULAR CULTURE. 3.00 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. The course will attempt to cover a diversity of voices and perspectives. It is important to understand how context plays a role in the interpretation and practice of faith, as well as to witness the tension between the theology and the manifestation of belief. We are not interested in determining if a particular understanding is right or wrong. Rather, we want to understand the role religion plays in society and for the individual. You will be expected to be critical and engaged. My hope is that you will also be creative and daring, and push us all into a better understanding of the material

Fall 2025: RELI UN1610

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 1610	001/00452	T Th 2:40pm - 3:55pm 324 Milbank Hall	Hussein Rashid	3.00	27/30

RELI BC2003 Religion and Political Thought. 3.00 points.

Are “belief” and “reason” two different things? What is the proper role of religion in modern society? How do we determine what is just and unjust in the absence of a Higher Law? Does religion continue to influence political decision-making in liberal democracies, and if so, how? These questions continue to animate debates about the relationship between religion and politics today. This class examines articulations of and responses to this question in the political thought of the Enlightenment, a period that has traditionally been described as the moment when “the West” parted ways with religion and religious belief as the foundation for its understanding of truth, justice, and social order. In this class, we will examine classic and overlooked works of Enlightenment philosophy. We will interrogate whether the Enlightenment really signaled a departure from religion. We will also examine whether the Enlightenment was the preserve — much less the invention — of white Europeans and American settlers. We will do so with an eye toward the politics of the present, examining how Enlightenment thought’s engagement with religion produced discourses of race, gender, economy, and nationhood that continue to shape the terms of political discourse today

Spring 2025: RELI BC2003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2003	001/00634	M W 4:10pm - 5:25pm 202 Milbank Hall	Timothy Vasko	3.00	23/30

Fall 2025: RELI BC2003

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2003	001/00453	T Th 2:40pm - 3:55pm 307 Milbank Hall	Timothy Vasko	3.00	21/38

RELI UN2305 ISLAM. 4.00 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 2025: RELI UN2305

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2305	001/11093	M W 4:10pm - 5:25pm 307 Uris Hall	Aziza Shanazarova	4.00	26/40

RELI UN2301 ISLAM-DISCUSSION. 0.00 points.**Fall 2025: RELI UN2301**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2301	001/16997	Th 9:00am - 9:50am 201 80 Claremont	Jessica Spencer	0.00	10/20
RELI 2301	002/16998	Th 1:00pm - 1:50pm C01 Knox Hall	Jessica Spencer	0.00	12/20

RELI UN2306 INTRO TO JUDAISM. 4.00 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

Fall 2025: RELI UN2306

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2306	001/00013	T Th 10:10am - 11:25am 418 Barnard Hall	Beth Berkowitz	4.00	60/60

RELI UN2308 BUDDHISM: EAST ASIAN. 4.00 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

Fall 2025: RELI UN2308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2308	001/11388	M W 11:40am - 12:55pm 330 Uris Hall	Kelly Carlton	4.00	58/60

RELI UN2388 BUDDHISM: EAST ASIAN-DISC. 0.00 points.**Fall 2025: RELI UN2388**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2388	001/11389	F 10:00am - 10:50am 201 80 Claremont	Tianxin Chen	0.00	15/20
RELI 2388	002/11391	Th 9:00am - 9:50am C01 80 Claremont	Catherine Otachime	0.00	21/20
RELI 2388	003/16996	Th 2:00pm - 2:50pm 703 Hamilton Hall	Gabriella Lee	0.00	19/20

RELI UN2309 HINDUISM. 4.00 points.

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

Considers efforts since 1900 to synthesize a coherent understanding of what Hinduism entails, sometimes under the heading of sanatana dharma. Using a rubric provided by the Bhagavad Gita, explores philosophical/theological (jnana), ritual (karma), and devotional (bhakti) aspects of Hindu life and thought

Spring 2025: RELI UN2309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2309	001/00508	M W 11:40am - 12:55pm 202 Milbank Hall	Meghan Hartman	4.00	32/35

Fall 2025: RELI UN2309

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 2309	001/00014	M W 1:10pm - 2:25pm 418 Barnard Hall	Meghan Hartman	4.00	58/60

RELI UN2779 INTRODUCTION TO NATIVE AMERICAN RELIGIOUS TRADITIONS. 3.00 points.

There are over 800 distinct Native American nations currently within the borders of the United States. This course offers a broad introduction to the diversity of American Indian religious systems and their larger functions in communities and in history. We will explore general themes in the study of Native American religious traditions as well as look at some specific examples of practices, ideas, and beliefs. Of particular importance are the history and effects of colonialism and missionization on Native peoples, their continuing struggles for religious freedom and cultural and linguistic survival, and the ways in which American Indians engage with religion and spirituality, both past and present, to respond to social, cultural, political, and geographical change

RELI UN2780 INTRODUCTION TO NATIVE AMERICAN RELIGIOUS TRADITIONS- Discussion. 0.00 points.

REQUIRED DISCUSSION SECTION FOR RELI UN2779

RELI UN3027 Muslims of New York. 3.00 points.

Looking at both historical and lived realities of Muslims in NYC, moving from the African Burial Ground in lower Manhattan to Harlem as Mecca. The course would engage both with cultural production, such as music, plays, and street art, and living communities around the Barnard campus

Fall 2025: RELI UN3027

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3027	001/00772	M W 10:10am - 11:25am 302 Milbank Hall	Hussein Rashid	3.00	25/30

RELI BC3096 More than Real: Dreams, Imagination, and Virtual Reality in South Asian Religions. 4.00 points.

This course is thematic, though a loose history of dreaming, imaginative praxis, and virtual reality environments across South Asia will emerge through the networked conversations across texts. The advantage of a thematic course allows us to cover various genres such as: ritual manuals; epic; poetry; philosophical argument; biographical accounts; prophecies; conversion stories; and medical textbooks to name a handful. At the end of the course, we will see how the texts encountered in the first part have been repurposed to speak to social justice movements around caste - both within South Asia and the diaspora population in the U.S. The thematic of dreaming and imagination also provides flexibility in method: because students will have the opportunity to study conversations between different historical actors across religious traditions about dreams, they will also have the opportunity to revise problematic accounts of religious pluralism and communalism in South Asia. Students will read primary texts from Islamic, Hindu, Buddhist, Zoroastrian, and Sikh traditions to name a handful. Students can look forward to reading about worlds within rocks; falling asleep and waking up as another person only to die in the dream world, wake up and then realize your dream-life family is somehow real and looking for you; how to finally interpret those pesky dreams about teeth falling out; dismembered bodies generating the universe; daydreaming about a cloud that thinks mountain peaks look like nipples; how to build a mind-temple that Shiva prefers to the physical one with fancy rock; and much more!

RELI UN3199 THEORY. 4.00 points.

An exploration of alternative theoretical approaches to the study of religion as well as other areas of humanistic inquiry. The methods considered include: sociology, anthropology, philosophy, hermeneutics, psychoanalysis, structuralism, genealogy, and deconstruction.

(Previous title: Juniors Colloquium)

Spring 2025: RELI UN3199

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/00509	T 2:10pm - 4:00pm 111 Milstein Center	Beth Berkowitz	4.00	18/25

Fall 2025: RELI UN3199

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3199	001/10468	M 12:10pm - 2:00pm 201 80 Claremont	Courtney Bender	4.00	15/20

RELI UN3210 MILLENNIUM: APOCALYPSE AND UTOPIA. 3.00 points.

Study of apocalyptic thinking and practice in the western religious tradition, with a focus on American apocalyptic religious movements and their relation to contemporary cultural productions, as well as notions of history and politics

Fall 2025: RELI UN3210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3210	001/00457	M W 2:40pm - 3:55pm LI001 Milstein Center	Elizabeth Castelli	3.00	17/32

RELI BC3301 Hebrew Bible. 3 points.

Introduction to the literature of ancient Israel against the background of the ancient Near East.

RELI UN3323 Religion and Medicine in South Asia: Psychiatry # the Politics of Madness. 4.00 points.

In this course, students will come to see the imbrication of religion, power, and mental illness across South Asia by examining experiences of suffering and its management; the history of psychiatry in the British colonial era and its afterlives; and the relationship of religion to concepts of mental and emotional disorder. Students will identify models for medical structures of care, healing, and treatments in the context of religion, ritual, and quotidian life. Topics include diagnostic processes and the creation of categories, stigma and models of clinical care, hysteria, spirit possession, pharmaceuticals, and the relationship of trauma to political structures. This course has three sections:

1) the first portion undertakes a brief historical survey of medical disciplines and institutions in South Asia (such as the development of Ayurveda, Yunānī #ibb, and the rise of the bīmāristān); 2) the second portion of the course focuses on the rise of the asylum (sometimes called the pāgal khāna) in tandem with psychiatry and its twinned consequence: the pathologization of asceticism by British colonial technologies of discipline; 3) the final portion examines the relationship between British colonialism and psychoanalysis with the introduction of this western discipline to the subcontinent. This course will take critical stock of historical structures throughout South Asia claiming to provide care (such as family, caste, healthcare, mental asylums, colonialism, educational systems, pensions, and much more). As a result, students come to consider concepts of social suffering, biopolitics, biosociality, political subjectivity, and postcolonial disorder. Primary source material will include the following: śāstra, ethnography, clinical studies, poetry, scripture, ritual texts across Islamic, Hindu, Buddhist, and Jain traditions

Spring 2025: RELI UN3323

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3323	001/00632	W 4:10pm - 6:00pm 214 Milbank Hall	Meghan Hartman	4.00	13/20

RELI UN3604 Religion in the City. 3 points.

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.

Fall 2025: RELI UN3604

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3604	001/10469	T Th 4:10pm - 5:25pm 103c 80 Claremont	Courtney Bender	3	5/30

RELI UN3771 Indigenous Enlightenment. 4.00 points.

What is the source of truth and authority? What is the origin of the world and how does that determine the social order? Who ought to rule, why, and how? What are the standards for measuring justice and injustice? What is our relationship to the environment around us and how should its resources be distributed among people? How do we relate to those who are different from us, and what does it mean to be a community in the first place? Historically, the answers to these questions that have been described as “religious” and “political” have been the restricted to a specific tradition of Western European Christianity and its secular afterlives. However, these are questions that every society asks, in order to be a society in the first place. This course analyzes how indigenous peoples in the Americas asked and answered these questions through the first three centuries of Western European imperial rule. At the same time, this course pushes students to question what gets categorized as uniquely “indigenous” thought, how, and why.

RELI BC3996 Religion Salon: New Directions. 1.00 point.

The Religion Salon is a one-point course in the Religion department, designed to offer students an introduction to new areas of the academic study of religion and/or new approaches to the field. The Religion Salon will be offered as a supplement to an existing course offered in the same semester and will be open to (but not required of) the students in that existing course as well as to students who wish to take the Salon as a stand-alone one-point course. The Religion Salon will feature guest scholars whose research and teaching extend into new areas and/or engage in new approaches to the academic study of religion

Spring 2025: RELI BC3996

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3996	001/00513	T 4:10pm - 6:00pm 307 Milbank Hall	Meghan Hartman	1.00	23/30

RELI BC3997 SENIOR RESEARCH SEMINAR. 4.00 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

Fall 2025: RELI BC3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3997	001/00461	W 4:10pm - 6:00pm 227 Milbank Hall	Meghan Hartman	4.00	7/15

RELI BC3998 SENIOR RESEARCH SEMINAR. 4.00 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

Spring 2025: RELI BC3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 3998	001/00514	W 6:10pm - 8:00pm 318 Milbank Hall	Najam Haider	4.00	8/15

RELI GU4050 Christianity and Culture. 4.00 points.

This course provides an introduction to Christianity through the lens of culture and culture theory. Which aspects of Christian faith and practice can we understand as universal or shared, and which are conditioned by the specificities of time and place? Does Christianity itself have a culture, or shape particular understandings of the self and society? Readings are drawn from a range of sources, including primary texts, anthropology, history, philosophy, theology, and fiction. The majority of our focus will be on the modern period, with particular attention to Catholicism and Pentecostalism in the global South (including Africa and Melanesia). Topics covered will include the comparative study of virtues and values (salvation, grace, sincerity), as well as Christianity's many and varied relationships to the realms of politics, economics, and society. Students should come away from this course with a solid grounding in major features of Christianity, especially its Catholic and Protestant forms. The course will also provide students with an introduction to culture theory. Critical writing and reading skills will also be a focus, along with class participation. The course will also encourage students to think of ways in which the issues and authors surveyed might provide models for their own interests and research. This course is geared toward graduate students and upper-level undergraduates. Some background in religious studies and/or anthropology or literary criticism is helpful but not required

Fall 2025: RELI GU4050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4050	001/13114	Th 2:10pm - 4:00pm 201 80 Claremont	Matthew Engelke	4.00	12/15

RELI GU4105 RELIGION LAB. 4.00 points.

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 meeting on Thursdays

Fall 2025: RELI GU4105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4105	001/00462	Th 12:10pm - 2:00pm 501 Diana Center	Elizabeth Castelli	4.00	7/15

RELI GU4120 GENDER IN ANC CHRISTIANITY. 4.00 points.

This seminar considers the difference gender makes in interpreting ancient Christian texts, ideas, and practices. Topics will include gender hierarchy and homoeroticism, prophecy and authority, outsiders' views of Christianity, bodily pieties such as martyrdom and asceticism, and gender politics in the establishment of church offices. Emphasis will be placed on close readings of primary sources and selected scholarly framings of these sources

RELI GU4307 BUDDHISM # DAOISM IN CHINA. 4.00 points.

Prerequisites: one course on Buddhism or Chinese religious traditions is recommended, but not required, as background.

In recent decades, the study of the so-called "Buddho-Daoism" has become a burgeoning field that breaks down the traditional boundary lines drawn between the two Chinese religious traditions. In this course we will read secondary scholarship in English that probes the complex relationships between Buddhism and Daoism in the past two millennia. Students are required not only to be aware of the tensions and complementarity between them, but to be alert to the nature of claims to either religious purity or mixing and the ways those claims were put forward under specific religio-historical circumstances. The course is organized thematically rather than chronologically. We will address topics on terminology, doctrine, cosmology, eschatology, soteriology, exorcism, scriptural productions, ritual performance, miracle tales and visual representations that arose in the interactions of the two religions, with particular attention paid to critiquing terms such as "influence," "encounter," "dialogue," "hybridity," "syncretism," and "repertoire." The course is designed for both advanced undergraduate and graduate students in the fields of East Asian religion, literature, history, art history, sociology and anthropology. One course on Buddhism or Chinese religious traditions is recommended, but not required, as background

Spring 2025: RELI GU4307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/17349	Th 4:10pm - 6:00pm 101 80 Claremont	Zhaohua Yang	4.00	14/22

Fall 2025: RELI GU4307

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4307	001/10470	Th 4:10pm - 6:00pm 507 Philosophy Hall	Zhaohua Yang	4.00	21/22

RELI GU4335 Shi'ism. 4 points.

This course offer a survey of Shi'ism with a particular focus on the "Twelvers" or "Imamis." It begins by examining the interplay between theology and the core historical narratives of Shi'i identity and culminates with an assessment of the jarring impact of modernity on religious institutions/beliefs.

Fall 2025: RELI GU4335

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4335	001/00855	Th 12:10pm - 2:00pm 405 Barnard Hall	Hussein Rashid	4	2/15

RELI GU4376 A Political Introduction to the Christian Scriptures. 4.00 points.

In this course we will examine the New Testament canon and the twenty-seven texts that comprise it in light of their respective literary genres, their Jewish antecedents and Greco-Roman influences, which will include their historical, social, cultural, political and economic contexts, and the ways these factors impinged upon their various dimensions of meaning. Various modes of biblical interpretation, both ancient and contemporary, will be explored. A major emphasis will be on the ways select texts are utilized, misconstrued and weaponized in the public sphere in this contemporary moment

Fall 2025: RELI GU4376

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4376	001/10471	W 12:10pm - 2:00pm 201 80 Claremont	Obery Hendricks	4.00	9/20

RELI GU4616 TECHNOLOGY,RELIGION,FUTURE. 4.00 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

Spring 2025: RELI GU4616

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4616	001/13967	Th 4:10pm - 6:00pm 201 80 Claremont	David Kittay	4.00	20/25

Fall 2025: RELI GU4616

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4616	001/14955	Th 12:10pm - 2:00pm 201 80 Claremont	David Kittay	4.00	15/25

RELI GU4637 TALMUDIC NARRATIVE. 4.00 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 answers – to the questions, how are we to view Talmudic narrative generally, both as literature and as cultural artifact?

Fall 2025: RELI GU4637

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 4637	001/00463	T 2:10pm - 4:00pm 308 Diana Center	Beth Berkowitz	4.00	9/20

RELI GU4807 DIVINE HUMAN ANIMAL. 4.00 points.

This course focuses on thinking with animals (Levi-Strauss) through the lens of the religious imagination. The concentration will be primarily on Western religious cultures, especially Judaism and the question of Jewishness

RELI GR6101 THEORY # METHOD-STUDY OF RELIG. 3.00 points.

"Theories and Methods" courses in any field are commonly unwieldy beasts. They cannot but be a compromise-formation between contemporary questions and texts, ideas, and definitions (alongside a whole lot of problems) that we have inherited as "canonical" in a field. In the best case, such a course is a passageway into deeper engagement with a field, its histories, its complexities, and its possibilities from which we might wrest and build viable futures. Disciplinary fields are structures where power and knowledge are produced and reproduced. The study of religion is no exception. The questions of "how is 'religion' constructed as a category here?" and "what work does the designation of something or someone as 'religious' do?" will, therefore, accompany us throughout our work over the course of this semester. We will also examine how different methodological commitments shape what objects of study and which questions come to the fore for the study of religion. This course will explore how the study of religion is not reducible to the study of traditions and communities that are readily recognized as "religious." However, the vexed histories of the construction of "religion" as a category of knowledge production does also not negate that there are large, varied, and flourishing communities of practice beyond the university for whom whether or not "religion" exists is not at all a question. Holding these layers of complexity in play, this course seeks to introduce students exemplarily to key texts and concepts that have shaped the study of religion as we encounter it today as an academic discipline

Fall 2025: RELI GR6101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 6101	001/10472	W 2:10pm - 4:00pm 101 80 Claremont	Dominique Townsend	3.00	16/15

RELI GR6213 Topics in Modern South Asia: Penn-Columbia Seminar. 4.00 points.**RELI GR9330 THEOR-TRANSMISSN/COMMUN FORMN. 4.00 points.**

Intended as the foundation course for graduate students in Religion who are focusing on the Transmission zone of inquiry. Graduate students in the other departments are also welcome.

Prerequisites: the instructor's permission.

This is a course designed for first- and second-year graduate students who are interested in the issue of community formation, lineage, genealogy, transmission, and translation, whether textual or cultural. Course texts will be a combination of theoretical interventions and case studies drawn from major religious traditions. The learning goals of the course are the following: (1) to introduce seminal interpretive and/or methodological issues in the contemporary study of transmission; (2) to read several theoretical "classics" in the field, to provide a foundation for further reading; (3) to sample, where possible, new writing in the field; and (4) to encourage students to think of ways in which the several issues and authors surveyed might provide models for their own ongoing research work

RELI GR9336 CHINESE BUDDHIST LITERATURE. 3.00 points.**Fall 2025: RELI GR9336**

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RELI 9336	001/10474	M 4:10pm - 6:00pm 201 80 Claremont	Zhaohua Yang	3.00	9/15

ENRE BC3145 Jews in the Christian Imagination. 4.00 points.

Since the beginning of the movement that would become Christianity, Jews have occupied a unique – and uniquely fraught – position in the Christian imagination. Why did so few of the very Jews to whom Jesus preached accept him as their messiah? Why, as the Church grew in wealth and influence, did Jews continue to live in Christian communities, and what was their proper place in Christian society? In our course, we will read early and medieval Christian narratives about Jews that are, in many ways, an attempt to answer these questions – dark imaginative visions of Jews as child-killers, cannibals, and devil worshippers. We will use narrative, psychological, and literary theory as tools to analyze these tales and to make sense of their complicated and continuing legacy

Spring 2025: ENRE BC3145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENRE 3145	001/00629	W 2:10pm - 4:00pm 502 Diana Center	Wendy Schor-Haim	4.00	16/16

ENRE BC3810 LITERARY APPROACHES TO BIBLE. 4.00 points.

Prerequisites: Enrollment limited to 14 students.

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 2025: ENRE BC3810

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ENRE 3810	001/00186	M 2:10pm - 4:00pm 405 Barnard Hall	Margaret Ellsberg	4.00	11/12

Science and Public Policy

SCPP Co-Directors

Professor Brian Mailloux (Environmental Science)

Teachers College, 528 Building, room 735

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The Study of Science and Public Policy

The Science and Public Policy program at Barnard provides a means for students to explore and critically analyze the moral and ethical issues that arise at the intersection of science, public policy, and societal concerns.

Mission

As part of the College's mission to prepare scientists, policymakers, and an educated citizenry for the moral challenges presented by future scientific advances, Barnard offers a minor in which students can explore a unique collection of courses dealing with issues at the point where science, public policy, and societal concerns intersect. The minor

consists of courses divided into two categories. One category is made up of more *science-oriented courses (A)* and the other is made up of more *policy-oriented courses (B)*. Students select a total of 5 courses overall, with at least two from each of the categories. Some seminar courses explicitly deal with the interplay between science, policy and society and are included in both categories, but each course can only be counted once. Courses that count towards the minor come from various disciplines and cover a range of issues such as medicine, public health, genomics, technology, and the environment. Students who minor in SCPP will learn to analyze issues from scientific, policy, and societal perspectives.

Student Learning Outcomes

- Explore and critically analyze the moral and ethical issues that arise at the intersection of science, public policy, and societal concerns.
- Review a range of issues from various disciplines such as medicine, public health, genomics, technology, and environmental science.
- Consider the moral challenges presented by future scientific advances.
- Understand and discuss both the science related to a particular topic and its larger societal implications.
- Learn, discuss, and analyze topics in a holistic and approachable way.

Programs of Study

Minor in Science and Public Policy (p. 569)

Student Advising

Advising Resources

- Students are not assigned an official advisor for the SCPP minor. Questions about the SCPP program may be addressed to either co-director (listed above). Please reach out to them with any questions or concerns about course requirements, approvals, or SCPP in general.
- Students who would like to join the scpp@barnard.edu mailing list should fill out [this form](#) ([click here to sign up](#)).

Guidance for First-Year Students

SCPP course requirements do not have to be fulfilled in any particular order. We encourage first-years to take any course that interests them and/or prerequisites for SCPP courses that they would like to take later on. SCPP core seminar courses are suitable for any class year. While several of the SCPP courses are 3000 level courses, some may be suitable for first-years and sophomores. For instance, Introduction to Public Health (PUBH UN3200) is an introductory course suitable for first-years. Topics in Neuroethics (NSBV-BC3387) has some prerequisites making it more suitable for sophomores, juniors, and seniors. To decide whether a course is right for you, see if the course has any pre-requisites, read the course description, and ask the professor of the course for advice.

Declaring the Minor

To declare a SCPP minor, the Minor Election Form must be submitted to the Registrar's Office no later than March 1st of your senior year. When you submit the form, all courses counting for the minor must be

“in progress” or completed. For more information about how to declare a minor, please visit <https://barnard.edu/degreerequirements>.

Enrolling in Courses

- Students who register for an SCPP seminar course are often automatically placed on a waitlist. Instructors may prioritize seniors who need to complete their degree requirements.
- No prerequisite coursework is required for the SCPP minor in general. Prerequisites are necessary only on a course by course basis.

Foundations Requirements

Many of the courses offered as part of the SCPP minor count as Foundations requirements. To identify which ones, please search [Courses Satisfying General Education Requirements: Foundations](#) on Slate.

Preparation for Graduate Study

Please contact one of the SCPP co-directors to learn about post-graduate work. Undergraduate students may consider joining the SCPP e-board for leadership experience.

Coursework taken outside of Barnard

Advanced Placement Credit

The SCPP minor does not grant any course exemptions for AP or other exam scores.

Columbia College Courses

Select courses from Columbia College may be credited toward the SCPP minor. Several of these courses are listed under the minor requirements tab. Additional courses may be credited toward the minor with the permission of the SCPP co-directors. Email them with your request and the course syllabus.

Transfer Credit

- When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar’s Office. If they are approved, departments can consider these courses for credit toward the major or minor
- Students may email a syllabus to the SCPP co-directors for any course they would like to count toward the SCPP minor.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia’s Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of an SCPP director.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the minor.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar’s Office and the SCPP director.

Join the Listserv!

Interested in learning about SCPP news, courses, and events? [Fill out this form to join the listserv!](#)

Directors

Brian Mailloux (Professor of Environmental Science)
Amy Zhou (Assistant Professor of Sociology)

Professors

Timothy Halpin-Healy (Professor of Physics & Astronomy)

Adjunct Lecturers

Natalia Pasternak

Requirements for the Science and Public Policy Minor

To complete the SCPP minor, a student must take a total of five courses (a minimum of 15 credits) from the following list. At least two must be from Category A and at least two from Category B. If a course is listed in both categories, it can be counted towards either requirement but not both.

		Points
CATEGORY A		
SCPP BC3334	SCIENCE, STATE POWER, ETHICS	
SCPP BC3336	GENETICS AND SOCIETY	
BIOL UN3995 (Section 1)	Topics in Biology: Crossroads in Bioethics	
BIOT GU4200	BIOPHARMACEUTICAL DEV # REG	
COMS W3410	COMPUTERS AND SOCIETY	
COMS BC3420	PRIVACY IN A NETWORKED WORLD	
EEEB GU4005	Conservation Policy	
EEEB GU4321	HUM NATURE:DNA,RACE # IDENTITY	
EESC UN2330	SCIENCE FOR SUSTAINABLE DEVPT (Either SDEV UN2300 or EESC UN2330 count toward the minor, NOT BOTH.)	
EESC BC3040	ENVIRONMENTAL LAW	
HSAM UN2901	DATA:PAST, PRESENT AND FUTURE	
IEOR E4575	TOPICS IN OPERATIONS RESEARCH	
PSYC BC3387	Topics in Neuroethics	
PUBH UN3100	FUNDAMENTALS OF GLOBAL HEALTH	
PUBH UN3200	INTRODUCTION TO PUBLIC HEALTH	
PUBH UN3400	Data Science and Health Equity in New York City	
SDEV UN2000	INTRO TO ENVIRONMENTAL LAW	
SDEV UN2050	ENVIRONMENTAL POLICY AND GOVERNANCE	

SDEV UN2300	CHALLENGES OF SUSTAINABLE DEV (Either SDEV UN2300 or EESC UN2330 count toward the minor, NOT BOTH.)
SDEV UN3355	CLIMATE CHANGE AND LAW
SDEV UN3366	ENERGY LAW
CATEGORY B	
SCPP BC3334	SCIENCE, STATE POWER, ETHICS
SCPP BC3336	GENETICS AND SOCIETY
ANTH UN3665	The Politics of Care
HIST BC3910	GLOBAL POLITICS OF REPRODUCTION
HRTS BC1025	HUM RGTS IN THEORY# PRACTICE (Either HRTS BC1025 or HRTS UN3001 may count toward the minor, NOT BOTH.)
HRTS UN3001	INTRODUCTION TO HUMAN RIGHTS (Either HRTS BC1025 or HRTS UN3001 may count toward the minor, NOT BOTH.)
HRTS BC3850	HUMAN RIGHTS # PUBLIC HEALTH
HSPB UN2950	Social History of U.S. Public Health
PHIL BC1001	Introduction to Philosophy
PHIL UN1010	METHDS/PROB OF PHILOS THOUGHT
PHIL UN2702	Contemporary Moral Problems
PHIL UN3701	ETHICS
PHIL V3720	Ethics and Medicine
PHIL UN3800	PHILOSOPHY, JUSTICE AND SOCIAL ACTIVISM
PUBH GU4200	Environment, Health, and Justice: Concepts and Practice
SOCI UN3120	Trust and Mistrust in Science and Expertise
SOCI BC3202	Structural Determinants of Health (Either PUBH6040 or SOCI 3202 may count toward the SCPP minor, NOT BOTH. PUBH P6040 likewise counts as a category B requirement.)
SOCI UN3246	MEDICAL SOCIOLOGY
SOCI BC3750	HOW RACE GETS UNDER OUR SKIN: THE SOCIOLOGY OF RACE, HEALTH, AND BIOMEDICINE
SOCI BC3946	GLOBAL HEALTH, POLITICS, AND SOCIETY
WMST BC1050	WOMEN AND HEALTH (Either WMST 1050 or WMST 3131 may count toward the SCPP minor, NOT BOTH)
WMST BC3131	WOMEN AND SCIENCE (Either WMST 1050 or WMST 3131 may count toward the SCPP minor, NOT BOTH.)

SCPP BC3334 SCIENCE, STATE POWER, ETHICS. 4.00 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

Spring 2025: SCPP BC3334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCPP 3334	001/00499	W 10:10am - 12:00pm 613 Milstein Center	Timothy Halpin-Healy	4.00	10/10

SCPP BC3336 GENETICS AND SOCIETY. 4.00 points.

An exploration of the growing knowledge and technological advances in genetics, with a focus on human genetics, using scientific, popular and artistic sources. The course will cover areas such as genetic testing, personalized medicine, ancestry analysis, genome editing with CRISPR-Cas9, stem cells and cloning. It will involve an examination of scientific sources, portrayals in popular culture and discussions of some of the ethical implications and social/political impacts

Fall 2025: SCPP BC3336

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SCPP 3336	001/00617	T 2:10pm - 4:00pm 318 Milbank Hall	Brian Morton	4.00	14/14

SCPP BC3340 Exhibitions: Engaging Public Understanding. 1 point. Not offered during 2024-2025 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.

PHIL UN1010 METHDS/PROB OF PHILOS THOUGHT. 3.00 points.

Critical introduction to philosophical problems, ideas and methods

BIOL UN3995 (Section 1) Topics in Biology: Crossroads in Bioethics. 1-2 points.

Prerequisites: at least one introductory course in biology or chemistry. This two credit multidisciplinary and interactive course will focus on contemporary issues in bioethics. Each topic will cover both the underlying science of new biotechnologies and the subsequent bioethical issues that emerge from these technologies. Classroom time will be devoted to student discussions, case presentations, and role playing. Topics include human trafficking, stem cell research, human reproductive cloning, neuroethics, genetic screening, human-animal chimeras, synthetic biology, bioterrorism, and neuroimaging.

COMS BC3420 PRIVACY IN A NETWORKED WORLD. 4.00 points.

The ubiquity of computers and networks in business, government, recreation, and almost all aspects of daily life has led to a proliferation of online sensitive data: data that, if used improperly, can harm the data subjects. As a result, concern about the use, ownership, control, privacy, and accuracy of these data has become a top priority. This seminar course focuses on both the technical challenges of handling sensitive data, the privacy implications of various technologies, and the policy and legal issues facing data subjects, data owners, and data users

Spring 2025: COMS BC3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3420	001/00471	T 9:00am - 10:50am 119 Milstein Center	Lucy Simko	4.00	27/24

Fall 2025: COMS BC3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
COMS 3420	001/00399	T 9:00am - 10:50am 501 Diana Center	Lucy Simko	4.00	32/32

EEEB GU4005 Conservation Policy. 3 points.

The purpose of this course is to arm emerging scientists with an understanding of conservation policy at the city, state, federal and international levels. Our focus will be on understanding the science that informs conservation policy, evaluating the efficacy of conservation policies for achieving conservation goals, and learning about the role that scientists play in forming policy.

EEEB GU4321 HUM NATURE:DNA,RACE # IDENTITY. 4.00 points.

The course focuses on human identity, beginning with the individual and progressing to communal and global viewpoints using a framework of perspectives from biology, genetics, medicine, psychiatry, religion and the law

EEEB GU4700 RACE:TANGLED HIST-BIOL CONCEPT. 4.00 points.

Enrollment limited to 15. Priority given to EBHS majors/concentrators.

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 fulfill the SC requirement at the College or GS.

Spring 2025: EEEB GU4700

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EEEB 4700	001/15090	M W 4:10pm - 6:00pm 652 Schermerhorn Hall	Jill Shapiro	4.00	10/12

EESC UN2330 SCIENCE FOR SUSTAINABLE DEVPT. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

The course provides students with an understanding of Earth's natural systems that is essential to addressing the multi-faceted issues of sustainable development. After completing the course, students should be able to incorporate scientific approaches and perspectives into their research in other fields or policy decisions and be able to use scientific methods of data analysis. The semester will highlight the climate system and solutions from both physical and ecological perspectives; water resources; food production and the cycling of nutrients; and the role of biodiversity in sustainable development. The course emphasizes key scientific concepts such as uncertainty, experimental versus observational approaches, prediction and predictability, the use of models, and other essential methodological aspects

Fall 2025: EESC UN2330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 2330	001/11412	T Th 2:40pm - 3:55pm 428 Pupin Laboratories	Jenna Lawrence, John Mutter	3.00	69/120
EESC 2330	AU1/19859	T Th 2:40pm - 3:55pm Othr Other	John Mutter	3.00	4/4

EESC BC3040 ENVIRONMENTAL LAW. 3.00 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 2025: EESC BC3040

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
EESC 3040	001/00480	F 8:40am - 11:10am 119 Milstein Center	Dana Neacsu	3.00	20/30

HIST BC3910 GLOBAL POLITICS OF REPRODUCTION. 4.00 points.

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; paternity; new reproductive technologies

Fall 2025: HIST BC3910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 3910	001/00367	M 12:10pm - 2:00pm 214 Milbank Hall	Nara Milanich	4.00	10/15

HRTS UN3001 INTRODUCTION TO HUMAN RIGHTS. 3.00 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 2025: HRTS UN3001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3001	001/10242	M W 2:40pm - 3:55pm 104 Jerome L Greene Hall	Andrew Nathan	3.00	130/150

HRTS BC3850 HUMAN RIGHTS # PUBLIC HEALTH. 4.00 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

Fall 2025: HRTS BC3850

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HRTS 3850	001/00421	T 4:10pm - 6:00pm 227 Milbank Hall	Widney Brown	4.00	22/20

HSPB UN2950 Social History of U.S. Public Health. 4.00 points.

The purpose of this course is to provide students with an historical understanding of the role public health has played in American history. The underlying assumptions are that disease, and the ways we define disease, are simultaneously reflections of social and cultural values, as well as important factors in shaping those values. Also, it is maintained that the environments that we build determine the ways we live and die. The dread infectious and acute diseases in the nineteenth century, the chronic, degenerative conditions of the twentieth and the new, vaguely understood conditions rooted in a changing chemical and human-made environment are emblematic of the societies we created. Among the questions that will be addressed are: How does the health status of Americans reflect and shape our history? How do ideas about health reflect broader attitudes and values in American history and culture? How does the American experience with pain, disability, and disease affect our actions and lives? What are the responsibilities of the state and of the individual in preserving health? How have American institutions—from hospitals to unions to insurance companies—been shaped by changing longevity, experience with disability and death?

NSBV BC3387 TOPICS IN NEUROETHICS. 4.00 points.

Prerequisites: BC1001 and one of the following: Neurobiology, Behavioral Neuroscience, Fundamentals of Neuropsychology, or permission of the instructor. Enrollment limited to 20 students. 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

Spring 2025: NSBV BC3387

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3387	001/00104	Th 9:00am - 10:50am 308 Diana Center	E'mett McCaskill	4.00	16/15

Fall 2025: NSBV BC3387

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
NSBV 3387	001/00203	Th 9:00am - 10:50am 119 Milstein Center	E'mett McCaskill	4.00	19/20

PHIL V2593 Science and Religion. 3 points.

Open to all undergraduates.**Not offered during 2024-2025 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 UN3654 Philosophy of Psychology. 3 points.

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 UN3701 ETHICS. 4.00 points.

Prerequisites: one course in philosophy.

Corequisites: *PHIL V3711* Required Discussion Section (0 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 2025: PHIL UN3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/00163	M W 1:10pm - 2:25pm 405 Milbank Hall	Francey Russell	4.00	50/80

Fall 2025: PHIL UN3701

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PHIL 3701	001/00225	M W 1:10pm - 2:25pm 323 Milbank Hall	DING DING	4.00	34/80

PHIL V3720 Ethics and Medicine. 3 points.

BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Ethics and Values.

Not offered during 2024-2025 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 UN3800 PHILOSOPHY, JUSTICE AND SOCIAL ACTIVISM. 4.00 points.

In his Theses on Feuerbach, Karl Marx writes, "Philosophers have only interpreted the world in various ways; the point is to change it." The questions to ask in response to Marx's exhortation include: how do we recognize the need for change and appropriately effect it? What are the relations between our goals and the means to them? How can we better understand our goals to make the means more suitable? When we organize to produce results, what are we doing? Do we know exactly who and what we want to change? What are the "ethics of process"? What exactly do we do when we organize? A tentative definition: to organize is to bring together individuals who have common interests in a way that will enhance their power. What kind of power is this? What other forms of power are there? What is the best form of coordinating among individuals? If we better understand the dynamics of organizing, should we reconceive our goals accordingly? How do we better tap into shared values and concerns? What temptations and distractions get in the way of our goals? What problems prevent us from achieving them? Do we have goals that can be achieved? If not, how can we revise them?

PUBH UN3100 FUNDAMENTALS OF GLOBAL HEALTH. 3.00 points.

Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences, and humanities, students will be introduced to the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health. The first unit of the class will focus on establishing the foundations for a public health approach to understanding the challenges of global health. This will involve exploration of the factors shaping the global distribution of disease and their connection with issues of social, economic, and political development, as reflected in the Millennium Development Goals. The second unit will explore in further detail a number of major health priorities. A significant goal of the class will be to identify common sources of vulnerability and challenge across health risks, and the consequent need for a systemic approach to their being addressed. The third and final unit builds upon this analysis to demonstrate the multi-disciplinary, multi-level approach required to effectively address global health priorities, and the political and organizational cooperation required to achieve this. The class concludes with an analysis of the major challenges and threats to global coordination regarding such threats as pandemic influenza and emerging health threats related to climate change. Offered in the spring

Spring 2025: PUBH UN3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 3100	001/13107	M W 4:10pm - 5:25pm 417 International Affairs Bldg	Rachel Moresky, Elizabeth Schroeder	3.00	100/100

PUBH UN3200 INTRODUCTION TO PUBLIC HEALTH. 3.00 points.

An introduction to and overview of public health. Through a series of sessions with leading public health experts, this course views the multifaceted nature of public health through a prismic lens addressing key concepts, approaches, and issues of historical and contemporary import: What is public health and how has public health evolved over time? What are the core methods of public health? What are the approaches to understanding and addressing both infectious and chronic, non-communicable diseases? What role do micro- and macro-level determinants (i.e. biology and social context) play in public health? What are the global trends in population health? How does the individual life course bear on population health? How do systems, policy, and population health mutually shape each other? How are public health programs designed and evaluated? What are the limits of public health?

Fall 2025: PUBH UN3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
PUBH 3200	001/11133	M W 4:10pm - 5:25pm Cin Alfred Lerner Hall	Dana March	3.00	229/250

SDEV UN2000 INTRO TO ENVIRONMENTAL LAW. 3.00 Points.

The course provides an overview of environmental law for students without a legal background. It examines U.S. statutes and regulations regarding air, water, hazardous and toxic materials, land use, climate change, endangered species, and the like, as well as international environmental issues. After completing the course students should be equipped to understand how the environmental laws operate, the role of the courts, international treaties and government agencies in implementing environmental protection, and techniques used in addressing these issues

Term	Section	Call Number	Instructor	Times/Location
Spring 2025	001	11121	Lisa Garcia	M W 4:10pm - 5:25pm 616 Martin Luther King Building

SDEV UN2050 ENVIRONMENTAL POLICY AND GOVERNANCE. 3.00 Points.

Sustainability is a powerful framework for thinking about business, economics, politics and environmental impacts. An overview course, Environmental Policy & Governance will focus specifically on the policy elements of sustainability. With an emphasis on the American political system, the course will begin by exploring the way the American bureaucracy addresses environmental challenges. We will then use the foundations established through our understanding of the US system to study sustainable governance at the international level. With both US and international perspectives in place, we will then address a range of specific sustainability issues including land use, climate change, food and agriculture, air quality, water quality, and energy. Over the course of the semester, we will study current events through the lens of sustainability policy to help illustrate course concepts and theories

Term	Section	Call Number	Instructor	Times/Location
Fall 2025	001	14910	Christine Appah-Gyamfi	M W 10:10am - 11:25am 307 Uris Hall

SDEV UN3355 CLIMATE CHANGE AND LAW. 3.00 Points.
Enrollment limited to 15.

The purpose of this course is to provide students with a broad introduction to the field of climate law in the United States and at the international level. The course begins with an overview of the causes and effects of global climate change and the methods available to control and adapt to it. We then examine the negotiation, implementation and current status of the United Nations Framework Convention on Climate Change, the Kyoto Protocol, and the Copenhagen Accord. The focus then turns to the past and proposed actions of the U.S. Congress, the executive branch and the courts, as well as regional, state and municipal efforts. The Clean Air Act, the National Environmental Policy Act and the Endangered Species Act will receive special attention. We evaluate the various legal tools that are available to address climate change, including cap-and-trade schemes; carbon taxation; command-and-control regulation; litigation; securities disclosures; and voluntary action. The roles of energy efficiency, renewable energy sources, carbon capture and sequestration, and forestry and agriculture each receive close attention. Implications for international human rights, international trade, environmental justice, and international and intergenerational equity are discussed. The course concludes with examination of the special challenges posed by China; proposals for adaptation and geoengineering; and business opportunities and the role of lawyers. Offered in the Spring

Term	Section	Call Number	Instructor	Times/Location
Spring 2025	001	11908	Michael Gerrard	M W 2:50pm - 4:10pm 106 Jerome L Greene Hall

SOCI UN3246 MEDICAL SOCIOLOGY. 3.00 points.
Examines the ways sociologists have studied the field of medicine and experiences of health and illness. We cannot understand topics of health and illness by only looking at biological phenomena; we must consider a variety of social, political, economic, and cultural forces. Uses sociological perspectives and methods to understand topics such as: unequal patterns in health and illness; how people make sense of and manage illness; the ways doctors and patients interact with each other; changes in the medical profession, health policies and institutions; social movements around health; and how some behaviors but not others become understood as medical problems. Course is geared towards pre-med students as well as those with general interests in medicine, health and society

Spring 2025: SOCI UN3246

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3246	001/00075	T Th 4:10pm - 5:25pm 328 Milbank Hall	Amy Zhou	3.00	42/45

SOCI BC3750 HOW RACE GETS UNDER OUR SKIN: THE SOCIOLOGY OF RACE, HEALTH, AND BIOMEDICINE. 4.00 points.
One of the glaring forms of inequalities that persists today is the race-based gap in access to health care, quality of care, and health outcomes. This course examines how institutionalized racism and the structure of health care contributes to the neglect and sometimes abuse of racial and ethnic minorities. Quite literally, how does race affect one's life chances? This course covers a wide range of topics related to race and health, including: racial inequalities in health outcomes, biases in medical institutions, immigration status and health, racial profiling in medicine, and race in the genomic era

WMST BC3131 WOMEN AND SCIENCE. 4.00 points.
Prerequisites: Enrollment limited to 18 students.
Prerequisites: Enrollment limited to 18 students. History and politics of womens involvement with science. Womens 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

Slavic
226 Milbank Hall
212-854-5417
212-854-8266 (fax)
Department Assistant: Mary Missirian

Mission
The primary mission of the Slavic Department at Barnard is to prepare students linguistically, culturally, and academically to participate in the global community, specifically by engaging with the Slavic-speaking world. To this end, the Department, in cooperation with its Columbia counterpart, offers instruction in five Slavic languages and literatures, with particular emphasis on Russian. The department insists upon a strong foundation in language study, because this best prepares students for future involvement with the countries of Eastern Europe and Eurasia, as well as for graduate study in the literature, anthropology, sociology, history, economics, or politics of the region, and for careers in government, business, journalism, or international law.

The department offers major tracks in Russian Language and Literature, Slavic and East European Literature and Culture, Russian Regional Studies, and Slavic and East European Regional Studies. A minor program in Russian Literature and Culture is also available. These programs are supported by an extensive array of courses designed to help the student obtain reasonable fluency in the spoken and written language and a reading ability adequate for interpreting texts of some difficulty in a variety of disciplines. While offering a range of courses designed to give the student a strong general background in Russian and Slavic literature, film, culture, and intellectual history, the department encourages students to supplement their knowledge by taking courses devoted to Russia, the former Soviet Union, and Eastern Europe offered in other disciplines as well. The department co-sponsors and facilitates student participation in region-related extra-curricular activities held at the Harriman Institute and the Columbia Slavic Department and also fosters student engagement with the rich cultural resources available in New York City.

Student Learning Outcomes
In recognition of the National Standards for Foreign Language Learning published by the American Council on the Teaching of Foreign Languages, the Slavic Department expects the following outcomes for students in each of its major tracks:

- **Communication.** Students should be able to communicate orally and in writing in the language of study, and understand and interpret written and spoken language on a variety of topics.
- **Cultures.** Students should demonstrate an understanding of the perspectives, products, and practices of the culture studied.
- **Connections.** Students should be able to acquire information and recognize the distinctive viewpoints available to them through the foreign language and its cultures.

- **Comparisons.** Students should develop comparative insights into the nature of language and culture as a result of studying a language and culture other than their own.
- **Communities.** Students should be prepared to participate in multilingual communities at home and around the world.

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: Laurie Postlewaite

Term Assistant Professor: John C. Wright

Other officers of the University offering courses in Slavic:

Chair: Mark Lipovetsky

Professors: Valentina B. Izmirlieva (Director, Harriman) (On leave Fall 2025, Spring 2026), Liza Knapp, Irina Reyfman (**DGS**)

Associate Professors: John McWhorter, Jessica E. Merrill (On leave Fall 2025, Spring 2026), Chloë Kitzinger

Assistant Professors: Ofer Dynes (On leave Fall 2025), Adam E. Leeds (**DUS**) (On leave Fall 2025)

Lecturers: Aleksandar Boskovic (Senior Lecturer & Co-Director, Institute of East Central Europe) (On leave Fall 2025), Christopher J. Caes (Senior Lecturer & Co-Director, Institute of East Central Europe), Marina Grineva, Christopher W. Harwood (Senior Lecturer) (On leave Spring 2026), Tatiana A. Mikhailova, Yuri I. Shevchuk (Senior Lecturer), Marina Tsyliina

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

Select four years of Russian: *

RUSS UN1101 & RUSS UN1102	FIRST-YEAR RUSSIAN I and FIRST-YEAR RUSSIAN II	10
RUSS UN1201 & RUSS UN2102	Second-year Russian I and SECOND-YEAR RUSSIAN II	10
RUSS UN3101 & RUSS UN3102	THIRD-YEAR RUSSIAN I and THIRD-YEAR RUSSIAN II	8
RUSS UN3430 & RUSS UN3431	RUSSIAN FOR HERITAGE SPEAKERS and RUSSIAN FOR HERITAGE SPKRS II	6
RUSS W4333		4
RUSS GU4334	Fourth-year Russian II	4

Select six courses in Russian Literatures to include: **

RUSS UN3220	LITERATURE # EMPIRE (19C LIT)	3
RUSS UN3221	LIT # REVOLUTION (20TH C LIT)	3
At least two courses with required reading in Russian		
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

**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

Completion of third-year course (or the equivalent in Czech, Polish, Serbo-Croatian, or Ukrainian language)

Select six courses in literature, theatre, or film of the region, potentially including independent study courses

Select two courses in related fields (history, art history, music, etc.) to include at least one course in the history of the region

Select two semesters of senior seminar or the equivalent leading to the completion of a senior thesis

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

Select four years of Russian:

RUSS UN1101 & RUSS UN1102	FIRST-YEAR RUSSIAN I and FIRST-YEAR RUSSIAN II	10
RUSS UN1201 & RUSS UN2102	Second-year Russian I and SECOND-YEAR RUSSIAN II	10
Select two courses in Russian or Soviet Literature (in translation or in Russian)		
RUSS UN3101	THIRD-YEAR RUSSIAN I	4
RUSS UN3102	THIRD-YEAR RUSSIAN II	4
RUSS W4333		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

Select three years of language study

Select two courses Literature in relevant region

Select two courses of history in relevant region

Select one course on relevant region in any discipline (history, art history, geography, sociology, economics, literature, political science, etc.)

One course on politics in relevant region

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 UN1101 FIRST-YEAR RUSSIAN I. 5.00 points.

Grammar, reading, composition, and conversation

Fall 2025: RUSS UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1101	001/11973	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Marina Grineva	5.00	10/12
RUSS 1101	002/11974	M T W Th 10:10am - 11:15am 709 Hamilton Hall	Marina Grineva	5.00	6/12
RUSS 1101	003/11976	M T W Th 11:40am - 12:45pm 709 Hamilton Hall	Marina Grineva	5.00	4/12

RUSS UN1102 FIRST-YEAR RUSSIAN II. 5.00 points.

Grammar, reading, composition, and conversation

Spring 2025: RUSS UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 1102	001/17166	M T W Th 8:50am - 9:55am 709 Hamilton Hall	Myles Garbarini	5.00	10/12
RUSS 1102	002/17167	M T W Th 10:10am - 11:15am 709 Hamilton Hall	Marina Tsylyna	5.00	6/12
RUSS 1102	003/17168	M T W Th 2:40pm - 3:45pm 709 Hamilton Hall	Tatiana Krasilnikova	5.00	6/12

RUSS UN2101 SECOND-YEAR RUSSIAN I. 5.00 points.

Prerequisites: RUSS UN1102 Prerequisites: For V1201: RUSS V1102 or the equivalent. For V1202: RUSS V1201 or the equivalent Drill practice in small groups.

Prerequisites: RUSS UN1102 or the equivalent. Drill practice in small groups. Reading, composition, and grammar review. Off-sequence

Fall 2025: RUSS UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 2101	001/11978	M T W Th 8:50am - 9:55am 707 Hamilton Hall	Marina Tsylyna	5.00	12/12
RUSS 2101	002/11979	M T W Th 10:10am - 11:15am 707 Hamilton Hall	Marina Tsylyna	5.00	8/12

RUSS UN2102 SECOND-YEAR RUSSIAN II. 5.00 points.

Prerequisites: RUSS UN2101 *RUSS V1102* or the equivalent.

Prerequisites: RUSS UN2101 or the equivalent. Drill practice in small groups. Reading, composition, and grammar review

Spring 2025: RUSS UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 2102	001/17171	M T W Th 10:10am - 11:15am 404 Hamilton Hall	Marina Grineva	5.00	2/10
RUSS 2102	002/17172	M T W Th 1:10pm - 2:15pm 709 Hamilton Hall	Marina Grineva	5.00	9/12

RUSS UN3101 THIRD-YEAR RUSSIAN I. 4.00 points.

Limited enrollment.

Prerequisites: RUSS UN2102 *RUSS 2102* or the equivalent, and the instructor's permission.

Prerequisites: RUSS UN2102 or the equivalent, and the instructor's permission. 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

Fall 2025: RUSS UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3101	001/11984	M W F 10:10am - 11:25am 317 Hamilton Hall	Tatiana Mikhailova	4.00	6/15

RUSS UN3102 THIRD-YEAR RUSSIAN II. 4.00 points.

Prerequisites: RUSS UN2102 *RUSS V3101* or the equivalent.

Prerequisites: RUSS UN2102 or the equivalent and the instructors 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

Spring 2025: RUSS UN3102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3102	001/17174	M W F 10:10am - 11:25am 707 Hamilton Hall	Tatiana Mikhailova	4.00	7/15

LING UN3101 INTRODUCTION TO LINGUISTICS. 3.00 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 (in space, time, and community), and language of the individual (psycholinguistics, errors, aphasia, neurology of language, and acquisition). Workload: lecture, weekly homework, and final examination

Spring 2025: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/00885	T Th 5:40pm - 6:55pm 323 Milbank Hall	Maya Barzilai	3.00	27/30

Fall 2025: LING UN3101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3101	001/11382	T Th 1:10pm - 2:25pm Cin Alfred Lerner Hall	John McWhorter	3.00	163/300

LING UN3102 Endangered Languages in the Global City: Lang, Culture, and Migration in Contemporary NYC. 3.00 points.

Of the world's estimated 7,000 languages – representing migrations and historical developments thousands of years old – the majority are oral, little-documented, and increasingly endangered under the onslaught of global languages like English. This course will take the unprecedented, paradoxical linguistic capital of New York City as a lens for examining how immigrants form communities in a new land, how those communities are integrated into the wider society, and how they grapple with linguistic and cultural loss. Interdisciplinary with an experiential learning component, the course will focus on texts, materials, encounters, and fieldwork with three of the city's newest and least-studied indigenous immigrant communities (indigenous Latin Americans, Himalayans, and Central Asians). Indigeneity, though often invisible or perceived as marginal in global cities like New York, is in fact pervasive and fundamental. Cities now constitute a crucial site for understanding migration and cultural change, with language a vehicle for culture. Studying cultures only in situ (i.e. in their homelands) risks missing a crucial dimension. Students will be immersed in stateless, oral, immigrant cultures while also gaining a hands-on critical understanding of language endangerment and urban sociolinguistic research, first through field experiences and guest speakers (Endangered Language Alliance partners) and then by going out together into communities to work on projects in small teams. The Endangered Language Alliance (ELA), where the instructor is Co-Director, was formed as a non-profit research institute in 2010 as a forum for researchers, community members, activists, artists, and other New Yorkers to come together to support indigenous and minority languages. ELA's video recordings provide first-hand testimony of endangered languages in the global city – in indigenous languages with English translation – available in few other places. Those texts will be central to this course, supplemented by the new, first-ever, detailed language map of New York City being produced by ELA

LING UN3103 Language, Brain and Mind. 3.00 points.

The ability to speak distinguishes humans from all other animals, including our closest relatives, the chimpanzees. Why is this so? What makes this possible? This course seeks to answer these questions. We will look at the neurological and psychological foundations of the human faculty of language. How did our brains change to allow language to evolve? Where in our brains are the components of language found? Are our minds specialized for learning language or is it part of our general cognitive abilities to learn? How are words and sentences produced and their meanings recognized? The structure of languages around the world varies greatly; does this have psychological effects for their speakers?

Fall 2025: LING UN3103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3103	001/11502	M W 2:40pm - 3:55pm Ren Kraft Center	William Foley	3.00	58/100

RUSS UN3105 Real World Russian. 3 points.

Prerequisites: (RUSS UN2102)

This content-based course has three focal points: 1) communicative skills 1) idiomatic language; 3) cross-cultural awareness.

The course is designed to help students further develop all of their language skills with particular focus on communicative and information processing skills, as well as natural student collaboration in the target language. The materials and assignments that will be used in class allow to explore a broad range of social, cultural, and behavioral contexts and familiarize students with idiomatic language, popular phrases and internet memes, developments of the colloquial language, and the use of slang in everyday life.

On each class students will be offered a variety of content-based activities and assignments, including, information gap filling, role-play and creative skits, internet search, making presentations, and problem-solving discussions. Listening comprehension assignments will help students expand their active and passive vocabulary and develop confidence using natural syntactic models and idiomatic structures.

Students will be exposed to cultural texts of different registers, which will help them enhance their stylistic competence. Students will learn appropriate ways to handle linguo-social situations, routines, and challenges similar to those they come across when traveling to Russia. They will explore various speech acts of daily communication, such as agreement/disagreement, getting and giving help, asking for a favor, expressing emotions, and so forth. Part of class time will be devoted to nonverbal communication, the language of gestures, emotional phonetics and intonation.

RUSS UN3333 VVEDENIE V RUSSKUIU LITERATURU. 3.00 points.
For non-native speakers of Russian.

Prerequisites: two years of college Russian or the instructor's permission.
Prerequisites: two years of college Russian or the instructor's permission. The course is devoted to the reading, analysis, and discussion of a number of Russian prose fiction works from the eighteenth to twentieth century. Its purpose is to give students 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

RUSS UN3430 RUSSIAN FOR HERITAGE SPEAKERS. 3.00 points.
Prerequisites: *RUSS V3430* or the instructor's permission.
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
Fall 2025: RUSS UN3430

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3430	001/11992	M W 1:10pm - 2:25pm 709 Hamilton Hall	Marina Grineva	3.00	9/15

RUSS UN3431 RUSSIAN FOR HERITAGE SPKRS II. 3.00 points.
Prerequisites: RUSS V3430 or the instructors 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
Spring 2025: RUSS UN3431

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3431	001/17178	M W 1:10pm - 2:25pm 407 Mathematics Building	Marina Tsylyna	3.00	10/15

RUSS UN3595 SENIOR SEMINAR. 4.00 points.
A research and writing workshop designed to help students plan and execute a major research project, and communicate their ideas in a common scholarly language that crosses disciplinary boundaries. Content is determined by students thesis topics, and includes general sessions on how to formulate a proposal and how to generate a bibliography. Students present the fruits of their research in class discussions, culminating in a full-length seminar presentation and the submission of the written thesis
Fall 2025: RUSS UN3595

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3595	001/00382	T 4:10pm - 6:00pm 913 Milstein Center	John Wright	4.00	2/8

LING UN3993 SUPERVISED IND RES-LING THESIS. 1.00-4.00 points.
Fall 2025: LING UN3993

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3993	001/11396	F 11:30am - 1:00pm 707 Hamilton Hall	John McWhorter, Meredith Landman	1.00-4.00	16/20

LING UN3994 SUPERVISED IND RES-LING THESIS. 1.00-4.00 points.
Spring 2025: LING UN3994

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 3994	001/13125	F 11:30am - 1:00pm 402 Hamilton Hall	Meredith Landman, Ross Perlin	1.00-4.00	13/20

RUSS UN3997 Supervised Individual Research. 2-4 points.
Not offered during 2024-2025 academic year.

Prerequisites: the department's permission.
Fall 2025: RUSS UN3997

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3997	001/00383		John Wright	2-4	1/3

LING UN3997 Supervised Individual Research. 2-4 points.
RUSS UN3998 SUPERVISED INDIVIDUAL RESEARCH. 2.00-4.00 points.
Prerequisites: the department's permission.
Prerequisites: the department's permission. Supervised Individual Research

Spring 2025: RUSS UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3998	001/00072		John Wright	2.00-4.00	2/3

GEOR GU4042 Expressive Culture of Soviet and Independent Georgia. 3.00 points.
CC/GS/SEAS: Partial Fulfillment of Global Core Requirement

Expressive culture in the form of traditional and mediated performing and visual arts, film and literature has reflected and shaped modern Georgian social life in immeasurable ways. This seminar brings anthropological perspectives to bear on how expressive culture has served to articulate national and local senses of identity, grappled with collective trauma, and forged avant-garde creative networks within and beyond Georgia's borders in the socialist and postsocialist periods. The course is organized in three units: it begins by interrogating the curatorial interventions of international organizations like UNESCO and their role in commodifying Georgian culture for global markets, proceeds by exploring powerful creative responses to colonial and totalitarian experience, and concludes by focusing on the capital city of Tbilisi—its built spaces, ever-changing social configurations, and shifting value systems—as a persistent muse in expressive cultural forms. There are no prerequisites and the course assumes no prior knowledge of Georgian history, language, or culture

Spring 2025: GEOR GU4042

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
GEOR 4042	001/11790	W 10:10am - 12:00pm 325 Pupin Laboratories	Lauren Ninoshvili	3.00	22/25

LING GU4108 LANGUAGE HISTORY. 3.00 points.
Prerequisites: LING UN3101 *LING W3101*.
Prerequisites: LING UN3101 Language, like all components of culture, is structured and conventional, yet can nevertheless change over time. This course examines how language changes, firstly as a self-contained system that changes organically and autonomously, and secondly as contextualized habits that change in time, in space, and in communities. Workload: readings # discussion, weekly problems, and final examination

LING GU4120 LANG DOCUMENTATION/FIELD MTHDS. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING 3101: Introduction to Linguistics and LING 4376: Phonetics # Phonology This course provides training in linguistic fieldwork for language documentation and description. We will work with a speaker of an understudied language to investigate the structure of the language (its sounds, word and sentence formation, ways of expressing meaning, and usage) and learn about its speakers and their communities, both in NYC and abroad. Through this process, students will learn collaborative linguistic fieldwork techniques as well as the art of writing linguistic descriptions. This course will draw on all aspects of students' linguistic training to date, and the success of the course will depend on our ability as a class to work together cooperatively with the language consultant and language community more broadly to document and describe the language

Spring 2025: LING GU4120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4120	001/13123	T Th 2:40pm - 3:55pm 707 Hamilton Hall	Meredith Landman	3.00	12/15

Fall 2025: LING GU4120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4120	001/11586	T Th 4:10pm - 5:25pm 602 Northwest Corner	Meredith Landman	3.00	13/30

LING GU4190 DISCOURSE ANALYSIS. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 How discourse works; how language is used: oral vs. written modes of language; the structure of discourse; speech acts and speech genres; the expression of power; authenticity; and solidarity in discourse, dialogicity, pragmatics, and mimesis

RUSS GU4342 FOURTH-YEAR RUSSIAN I. 4.00 points.

Prerequisites: RUSS UN3101 and RUSS UN3102

Prerequisites: RUSS UN3101 and RUSS UN3102 Third-Year Russian I and II, or placement test. Systematic study of problems in Russian syntax; written exercises, translations into Russian, and compositions. Conducted entirely in Russian

Fall 2025: RUSS GU4342

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4342	001/12009	M W F 2:40pm - 3:55pm 609 Hamilton Hall	Tatiana Mikhailova	4.00	6/15

RUSS GU4334 Fourth-year Russian II. 4 points.

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 GU4344 ADV RUSSIAN THROUGH HISTORY. 3.00 points.

Prerequisites: RUSS UN3101 and RUSS UN3102 three years of college Russian or the equivalent.

Prerequisites: RUSS UN3101 and RUSS UN3102 Third-Year Russian I and II, or placement test. 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

RUSS GU4345 ADV RUSSIAN THROUGH HISTORY. 3.00 points.

Prerequisites: three years of Russian.

Prerequisites: three years of Russian. This is a language course designed to meet the needs of those foreign learners of Russian as well as heritage speakers who want to further develop their reading, listening, speaking, and writing skills and be introduced to the history of Russia

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.

LING GU4376 PHONETICS # PHONOLOGY. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.

Prerequisites: LING UN3101 An investigation of the sounds of human language, from the perspective of phonetics (articulation and acoustics, including computer-aided acoustic analysis) and phonology (the distribution and function of sounds in individual languages)

Fall 2025: LING GU4376

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4376	001/11385	T Th 11:40am - 12:55pm 330 Uris Hall	Meredith Landman	3.00	23/60

RUSS GU4434 PRACTICAL STYLISTICS-RUSS LANG. 3.00 points.

Prerequisites: *RUSS W4334* or the equivalent or the instructor's permission.

Prerequisites: RUSS W4334 or the equivalent or the instructor's permission. Prerequisite: four years of college Russian or instructor's permission. The course will focus on theoretical matters of language and style and on the practical aspect of improving students' writing skills. Theoretical aspects of Russian style and specific Russian stylistic conventions will be combined with the analysis of student papers and translation assignments, as well as exercises focusing on reviewing certain specific difficulties in mastering written Russian

Spring 2025: RUSS GU4434

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4434	001/11531	T Th 1:10pm - 2:25pm 607 Hamilton Hall	Irina Reyfman	3.00	7/15

LING GU4800 LANGUAGE # SOCIETY. 3.00 points.

How language structure and usage varies according to societal factors such as social history and socioeconomic factors, illustrated with study modules on language contact, language standardization and literacy, quantitative sociolinguistic theory, language allegiance, language, and power

Spring 2025: LING GU4800

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
LING 4800	001/13115	M W 1:10pm - 2:25pm 330 Uris Hall	Ross Perlin	3.00	34/60

LING GU4903 SYNTAX. 3.00 points.

Prerequisites: LING UN3101 *LING W3101*.
Prerequisites: LING UN3101 Syntax - the combination of words - has been at the center of the Chomskyan revolution in Linguistics. This is a technical course which examines modern formal theories of syntax, focusing on later versions of generative syntax (Government and Binding) with secondary attention to alternative models (HPSG, Categorical Grammar)

Russian Literature and Culture (in English)

CLRS BC3000 Power, Truth, and Storytelling: Framing Russian, English, and American Literature. 3.00 points.

How does a story’s frame affect how we read it? What power does a storyteller have over how we interpret narratives and create meaning? How do we understand “truth” in the context of fictional stories? In this course, we will explore the power dynamics of frame narratives, or stories within stories. We will consider how multiple storytellers and levels of narration affect our understanding of “truth” in fiction, as well as our own role and responsibility as readers to uncover narrative truth. Our readings will include story cycles, standalone stories with competing narrators, stories that include “found” manuscripts, and narratives with temporal frames. We will also consider how authors and critics attempted to frame literary works and control how they were interpreted or read. In all of our works, we will pay particular attention to the power dynamics and ethics of framing. Our close readings of literary works will be informed by theoretical texts on framing and discussions of framing in works of art

SLCL UN3001 SLAVIC CULTURES. 3.00 points.

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

The history of Slavic peoples - Russians, Czechs, Poles, Serbs, Croats, Ukrainians, Bulgarians - is rife with transformations, some voluntary, some imposed. Against the background of a schematic external history, this course examines how Slavic peoples have responded to and have represented these transformations in various modes: historical writing, hagiography, polemics, drama and fiction, folk poetry, music, visual art, and film. Activity ranges over lecture (for historical background) and discussion (of primary sources)

SLCL UN3100 FOLKLORE PAST # PRESENT. 3.00 points.

An introduction to the concept of folklore as an evolving, historical concept, and to primary source materials which have been framed as such. These are translated from Bosnian, Chukchi, Czech, Finnish, German, Polish, Russian, Serbian, Tuvan, Ukrainian, Yiddish, Yupik languages, and others. Geographical range is from South-Eastern Europe to the Russian Far East. We learn about particular oral traditions, their social mechanisms of transmission and performance, their central themes and poetics. Attention is paid to the broader sociopolitical factors (Romantic nationalism, colonization) which have informed the transcription, collection and publication of these traditions. For the final project, students learn how to conduct an ethnographic interview, and to analyze the folklore of a contemporary social group. Our goal is to experientially understand—as folklorists and as members of folk groups ourselves—the choices entailed in transcribing and analyzing folklore

Fall 2025: SLCL UN3100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SLCL 3100	001/18562	T Th 2:40pm - 3:55pm 903 School Of Social Work	Christopher Caes	3.00	6/25

RUSS UN3105 Real World Russian. 3 points.

Prerequisites: (RUSS UN2102)
This content-based course has three focal points: 1) communicative skills 1) idiomatic language; 3) cross-cultural awareness.

The course is designed to help students further develop all of their language skills with particular focus on communicative and information processing skills, as well as natural student collaboration in the target language. The materials and assignments that will be used in class allow to explore a broad range of social, cultural, and behavioral contexts and familiarize students with idiomatic language, popular phrases and internet memes, developments of the colloquial language, and the use of slang in everyday life.

On each class students will be offered a variety of content-based activities and assignments, including, information gap filling, role-play and creative skits, internet search, making presentations, and problem-solving discussions. Listening comprehension assignments will help students expand their active and passive vocabulary and develop confidence using natural syntactic models and idiomatic structures.

Students will be exposed to cultural texts of different registers, which will help them enhance their stylistic competence. Students will learn appropriate ways to handle linguo-social situations, routines, and challenges similar to those they come across when traveling to Russia. They will explore various speech acts of daily communication, such as agreement/disagreement, getting and giving help, asking for a favor, expressing emotions, and so forth. Part of class time will be devoted to nonverbal communication, the language of gestures, emotional phonetics and intonation.

RUSS UN3220 LITERATURE # EMPIRE (19C LIT). 3.00 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 2025: RUSS UN3220

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3220	001/00381	T Th 10:10am - 11:25am 302 Barnard Hall	John Wright	3.00	36/44

RUSS UN3221 LIT # REVOLUTION (20TH C LIT). 3.00 points.

The revolutionary period (1905-1938) in Russia was not only one of extreme social upheaval but also of exceptional creativity. Established ideas about individuality and collectivity, about how to depict reality, about language, gender, authority, and violence, were all thrown open to radical questioning. Out of this chaos came ideas about literature and film (just for example) which have shaped Western thought on these subjects to this day. In this course we will study a variety of media and genres (poetry, manifestos, film, painting, photomontage, the novel, theoretical essays) in an effort to gain a deep understanding of this complex and fascinating period in Russian cultural history

Spring 2025: RUSS UN3221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3221	001/11530	M W 1:10pm - 2:25pm 307 Pupin Laboratories	Jessica Merrill	3.00	13/30

RUSS UN3222 TOLSTOY AND DOSTOEVSKY. 3.00 points.

Two epic novels, Tolstoy's War and Peace and Dostoevsky's The Brothers Karamazov, will be read along with selected shorter works. Other works by Tolstoy include his early Sebastopol Sketches, which changed the way war is represented in literature; Confession, which describes his spiritual crisis; the late stories Kreutzer Sonata and Hadji Murad; and essays on capital punishment and a visit to a slaughterhouse. Other works by Dostoevsky include his fictionalized account of life in Siberian prison camp, The House of the Dead; Notes from the Underground, his philosophical novella on free will, determinism, and love; A Gentle Creature, a short story on the same themes; and selected essays from Diary of a Writer. The focus will be on close reading of the texts. Our aim will be to develop strategies for appreciating the structure and form, the powerful ideas, the engaging storylines, and the human interest in the writings of Tolstoy and Dostoevsky. No knowledge of Russian is required

Spring 2025: RUSS UN3222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3222	001/11528	M W 10:10am - 11:25am 303 Hamilton Hall	Liza Knapp	3.00	32/40

RUSS UN3230 Tricksters in World Culture: Mockery, Subversion, Rebellion. 3.00 points.

Tricksters constitute one of the universal themes or tropes in mythology and folklore of many cultures. Through the discussions of ancient Greek, Native-American, African, Paleo-Asiatic, Scandinavian, African-American, Muslim and Jewish myths and folklore about tricksters, the course will telescope the cultural functions of the comedic transgression as a form of social critique; it will also highlight cynicism, its productive and dangerous aspects. Then we'll introduce different historical subtypes of tricksters, such as a fool, jester, holy fool, kynik, picaro, con artist, female and queer tricksters, thus moving through premodern and early modern periods. Each type of the trickster is illustrated by literary examples from different world cultures (European and non-European alike) as well as theoretical works of Mikhail Bakhtin, Michel Foucault, Giorgio Agamben, and Peter Sloterdijk. Finally, the role of the trickster in modernity will be discussed through the case of Soviet tricksters, who had become true superstars manifesting the resistance to repressive political ideology by the means of "cynical reason". The class consists of lectures and group discussions. On Wednesday there will be a lecture for all students; on Monday you will be divided into 3 sections and have separate sessions (all three at the same time in different rooms) led by Teaching Assistants. YOU HAVE TO REGISTER FOR A DISCUSSIONS SESSION AS A SEPARATE COURSE WITH 0 POINTS. Assignments for group discussions are listed on the syllabus along with others. This course is a co-requisite of RUSS UN3232

Fall 2025: RUSS UN3230

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3230	001/13102	M 2:40pm - 3:55pm Home International House	Mark Lipovetsky	3.00	79/90
RUSS 3230	AU1/20100	M 2:40pm - 3:55pm Othr Other	Mark Lipovetsky	3.00	3/3

CLRS UN3313 Resistant Mind: Colonial Power, Optics, Narrative. 3.00 points.

"Narrative fiction provides a controlled wilderness, an opportunity to be and to become the Other," writes Toni Morrison. The immersion in the Other's inner self is one of the most valuable experiences we derive from reading fiction, but how, exactly, is this immersion effect created? What makes it possible for us to know fictional characters more intimately than we know our closest friends? Is it not slightly disturbing and even unethical to expose a subject, albeit fictional, as radically as the fiction writer exposes and studies the hero? This course surveys a variety of ways in which the private life and the consciousness of the Other can be represented through discursive practices of literature, film, and photography. Drawing its perspective from postcolonial studies, formal narratology, and poststructuralist criticism, this course examines how different methods of narrating the Other participate in constructing an ethics of power and resistance within a work of art. We read and view a diverse selection of works ranging from the classics of Russian and American fiction to postcolonial photography and documentary productions which experiment with perspective and power dynamic. No prerequisites

RUSS UN3595 SENIOR SEMINAR. 4.00 points.

A research and writing workshop designed to help students plan and execute a major research project, and communicate their ideas in a common scholarly language that crosses disciplinary boundaries. Content is determined by students thesis topics, and includes general sessions on how to formulate a proposal and how to generate a bibliography. Students present the fruits of their research in class discussions, culminating in a full-length seminar presentation and the submission of the written thesis

Fall 2025: RUSS UN3595

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3595	001/00382	T 4:10pm - 6:00pm 913 Milstein Center	John Wright	4.00	2/8

CLSL GU4000 Hebrew: History, Politics, Culture, Literature. 3.00 points.

This class offers an introduction to Hebrew culture from a historical and literary perspective, focusing on the intersection of linguistic ideology, and literary and cultural creativity. What, we will ask, is the relationship between what people think about Hebrew and what they write in Hebrew? We will investigate the manners in which Hebrew was imagined – as the language of God, the language of the Jews, the language of the patriarchy, the language of secularism, the language of Messianism, the language of nationalism, a dead language, a diasporic Eastern European language, a local Middle Eastern Language, ext., and how these conflicting imaginaries informed Hebrew creativity. This class does not require prior knowledge of Hebrew. Students proficient in Hebrew, Yiddish, Arabic, Ladino, and/or European languages are encouraged to contact the instructor in advance for supplementary material in these languages

CLRS GU4011 DOSTOEVSKY, TOLSTOY # ENG NOVEL. 3.00 points.

A close reading of works by Dostoevsky (Netochka Nezvanova; The Idiot; A Gentle Creature) and Tolstoy (Childhood, Boyhood, Youth; Family Happiness; Anna Karenina; The Kreutzer Sonata) in conjunction with related English novels (Bronte's Jane Eyre, Eliot's Middlemarch, Woolf's Mrs. Dalloway). No knowledge of Russian is required

Fall 2025: CLRS GU4011

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4011	001/13105	M W 10:10am - 11:25am 516 Hamilton Hall	Liza Knapp	3.00	42/50

RUSS GU4013 Late Tolstoy (Beyond Anna Karenina): Thinker, Writer, Activist, Pacifist, Humanitarian, and Mortal. 4 points.

The focus of the course is Tolstoy's work in the last 35 years of his life. On finishing War and Peace and Anna Karenina, Tolstoy swore off the kind of literature and decided to devote himself to what he believed would be more meaningful work. This work included confessions, letters, tracts, critiques, proclamations, invectives, exposes, meditations, and gospel, and as more fiction, some of which is overly didactic and some which is, like his earlier fiction, more covertly so.

CLRS GU4037 Poets, Rebels, Exiles: 100 Years of Russians and Russian Jews in America. 3.00 points.

Poets, Rebels, Exiles examines the successive generations of the most provocative and influential Russian and Russian Jewish writers and artists who brought the cataclysm of the Soviet and post-Soviet century to North America. From Joseph Brodsky—the bad boy bard of Soviet Russia and a protégé of Anna Akhmatova, who served 18 months of hard labor near the North Pole for social parasitism before being exiled—to the most recent artistic descendants, this course will interrogate diaspora, memory, and nostalgia in the cultural production of immigrants and exiles

Fall 2025: CLRS GU4037

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4037	001/13108	Th 2:10pm - 4:00pm 707 Hamilton Hall	Anna Katsnelson	3.00	8/25

CLRS GU4038 DOSTOEVSKY, DEMONS, DICKENS. 3.00 points.

A study of Dostoevsky and Dickens as two writers whose engagement in the here and now was vital to their work and to their practice of the novel. Readings from Dostoevsky cluster in the 1870s and include two novels, Demons (1872) and The Adolescent (1876), and selections from his Diary of a Writer. Readings from Dickens span his career and include, in addition to David Copperfield (1850), sketches and later essays.

RUSS GU4046 The Trickster in the Modern Russian Lit. 3.00 points.

"Trickster" does not simply mean "deceiver" or "rogue" (the definition of trickster according to the Oxford Encyclopedic English Dictionary), but rather "creative idiot", to use Lewis Hyde's expression. This hero unites the qualities of characters who at first sight have little in common – the "selfish buffoon" and the "culture hero"; someone whose subversions and transgressions paradoxically amplify the culture-constructing effects of his (and most often it is a "he") tricks. The trickster is a typical comic protagonist – it is enough to recollect Renard the Fox from the medieval Roman de Renard, Panurge from François Rabelais' The Life of Gargantua and of Pantagruel, Cervantes' Sancho Panza, Beaumarchais's Figaro, Gogol's Khlestakov, Mark Twain's Tom Sawyer and Huckleberry Finn, Yaroslav Hašek's Švejk, Charlie Chaplin's Tramp, Max Bialystock in Mel Brooks' Producers, Bart Simpson and Borat (Sacha Baron Cohen), as well as Jon Stewart and Stephen Colbert along with many other comical characters of the same genre – to confirm this self-evident thesis

CLSL GU4075 POST COLONIAL/POST SOV CINEMA. 3.00 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

Fall 2025: CLSL GU4075

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4075	001/13107	T 6:10pm - 10:00pm 707 Hamilton Hall	Yuri Shevchuk	3.00	7/25

RUSS GU4107 RUSS LIT/CULTR-NEW MILLENNIUM. 3.00 points.

The course examines most representative works of Russian literature and culture since the 1990s and until the present moment. While discussing recent novels, short stories, dramas, poems, and films, we will address the issues of politics, re-assessment of history, gender, family, national identity, violence and terrorism. No knowledge of Russian is expected

CLRS GU4111 Narrative and Repetition: Circling in Time and Space. 3.00 points.

An introduction to central concepts in narrative theory: plot, archetype, myth, story vs. discourse, Freudian analysis, history and narrative, chronotype and personal narrative. These are explored in the context of sustained investigation of a particular plot device: the time loop. Examples come from Russian modernist fiction, Soviet and American science fiction, and film. We compare being stuck in a time loop with being lost in space - a theme found in personal narratives shared orally and online, as well as in literary fiction. Students develop a final paper topic on time loop narrative of their choice

CLRS GU4112 Decadent Desires and the Russian Silver Age. 3.00 points.

The late nineteenth-century culture of “decadence” marks the moment when European literature and art decisively turn to the dark side. Decadence loves to depict depravity and deviant behavior; it revels in sensuality, eroticism, libertinism, and immorality; the aesthetics of madness and intoxication abound. In this course we will explore how these decadent tendencies shaped the elegant and transgressive literary culture of Russia’s pre-revolutionary Silver Age. The decadent predilection for self-destructive behavior and the pervasive sense of impending doom took on new meaning within the Russian cultural context, on the eve of the communist revolution. We will first survey the defining figures of European decadence: from Baudelaire’s *Flowers of Evil* and the “accursed” French poets, to the radical lifestyle experiments of Huysmans and the bondage games of Sacher-Masoch. Considerable attention will also be devoted to the enormous influence of Nietzsche’s philosophy—his iconic conceptions of Dionysian ecstasy, the Übermensch, and “beyond good and evil.” In turn, our study of decadence in Russia will range from symbolist poets, chasing their ethereal “mysterious woman,” to major modernist novels: murder and madness in Sologub’s *The Little Demon*; Artsybashev’s sexually scandalous *Sanin*; Andrei Bely’s revolutionary masterpiece, *Petersburg*. Along the way, we will also focus on issues such as: symbolist theories of art and a new flowering of metaphysical philosophy in Russia new attitudes toward sexuality, new theories of desire and the unconscious the intellectual collaboration between literature and visual art the coming of revolution and terrorist violence, as seen through the prism of decadence

CLRS GU4213 Cold War Reason: Cybernetics and the Systems Sciences. 3.00 points.

The Cold War epoch saw broad transformations in science, technology, and politics. At their nexus a new knowledge was proclaimed, cybernetics, a putative universal science of communication and control. It has disappeared so completely that most have forgotten that it ever existed. Its failure seems complete and final. Yet in another sense, cybernetics was so powerful and successful that the concepts, habits, and institutions born with it have become intrinsic parts of our world and how we make sense of it. Key cybernetic concepts of information, system, and feedback are now fundamental to our basic ways of understanding the mind, brain and computer, of grasping the economy and ecology, and finally of imagining the nature of human life itself. This course will trace the echoes of the cybernetic explosion from the wake of World War II to the onset of Silicon Valley euphoria

CLRS GU4214 The Road to Power: Marxism in Germany and Russia. 3.00 points.

Before Marxism was an academic theory, it was a political movement, but it was not led by Marx. This course examines the years in between, when a new generation began the task of building the organizations, practices, and animating theories that came to define “Marxism” for the twentieth century. Two of the most important such organizations were the German and Russian Social Democratic Parties. Responding to dramatically different contexts, and coming to equally different ends, they nevertheless developed organically interconnected. This course selects key episodes from the road to power of both parties, from their founding to the Russian Revolution— what might be called the “Golden Age” of Marxism. This course is open to all undergraduates who have completed Contemporary Civilization

Spring 2025: CLRS GU4214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4214	001/13134	M 2:10pm - 4:00pm 609 Hamilton Hall	Adam Leeds	3.00	13/24

RUSS GU4342 FOURTH-YEAR RUSSIAN I. 4.00 points.

Prerequisites: RUSS UN3101 and RUSS UN3102

Prerequisites: RUSS UN3101 and RUSS UN3102 Third-Year Russian I and II, or placement test. Systematic study of problems in Russian syntax; written exercises, translations into Russian, and compositions. Conducted entirely in Russian

Fall 2025: RUSS GU4342

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4342	001/12009	M W F 2:40pm - 3:55pm 609 Hamilton Hall	Tatiana Mikhailova	4.00	6/15

CLPS GU4740 The Narratology of “Modernity”. 3.00 points.

We have a consciousness of ourselves as placed specially in history, in an epoch which is essentially different from all that has come before: the modern. In respect of having such a discourse about ourselves, minimally, it may be true. Since at least the seventeenth century, intellectuals have been elaborating histories of modernity’s origin and theories of its distinction. This course does not attempt to adjudicate what is the true or best theory of the modern, but rather inquires into the discursive and historical conditions for telling narratives about modernity’s advent and constructing theories of its nature, and their aporiai. Topics will vary but may include the advent of “history” as a genre and non-Western “historical” genres; providential time, the saeculum, and prophecy; the dialectic of break and period; the delimiting of non-modernities, such as the primitive/traditional, the feudal, and the postmodern; the search for narrative agents, such as the nation, the state, and the class; schemes of the ontological disunity of modernity; modernism, the avant-garde, and the aesthetic forms of historicity; capitalism, socialism, and revolution; philosophy’s claim to historical diagnosis and the therapeutic refusal thereof; the desire for and attempts to construct anti-historical forms of narration and their limits

RUSS GU4910 LITERARY TRANSLATION. 4.00 points.

Prerequisites: four years of college Russian or the equivalent.

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

Spring 2025: RUSS GU4910

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4910	001/13953	M 4:10pm - 6:00pm 709 Hamilton Hall	Ronald Meyer	4.00	6/12

Russian Literature and Culture (in Russian)

RUSS UN3332 Vvedenie v russkuiu literaturu: Scary Stories. 3 points.

For non-native speakers of Russian.

Prerequisites: two years of college Russian or the instructor’s permission.

The course is devoted to the reading, analysis, and discussion of a number of Russian prose fiction works from the eighteenth to twentieth century. Its purpose is to give students 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. A close study in the original of the “scary stories” in Russian literature from the late eighteenth century. Conducted in Russian.

Fall 2025: RUSS UN3332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 3332	001/13103	M W 1:10pm - 2:25pm 609 Hamilton Hall	Irina Reyfman	3	9/18

RUSS UN3333 VVEDENIE V RUSSKUIU LITERATURU. 3.00 points.

For non-native speakers of Russian.

Prerequisites: two years of college Russian or the instructor’s permission.

Prerequisites: two years of college Russian or the instructor’s permission. The course is devoted to the reading, analysis, and discussion of a number of Russian prose fiction works from the eighteenth to twentieth century. Its purpose is to give students 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

RUSS GU4127 Music in Time and Time in Music. 3.00 points.

If you have a passion for music, like listening to music, or simply want to explore the realm of Russian melodies, this course is made for you. In the class, we'll focus on the development and strengthening of "four language skills": speaking, listening, reading, and writing in Russian. You will learn to analyze and interpret lyrics, compare and contrast music across generations, discuss the values of a certain generation of people, and argue the popularity of music genres in specific time periods. Beyond linguistic proficiency, the course will immerse you in a comprehensive exploration of common knowledge, beliefs, attitudes, cultural traditions, and behavioral patterns unique to the people of Russia

Fall 2025: RUSS GU4127

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
RUSS 4127	001/12014	T Th 1:10pm - 2:25pm 709 Hamilton Hall	Marina Tsylyna	3.00	1/15

CLRS GU4213 Cold War Reason: Cybernetics and the Systems Sciences. 3.00 points.

The Cold War epoch saw broad transformations in science, technology, and politics. At their nexus a new knowledge was proclaimed, cybernetics, a putative universal science of communication and control. It has disappeared so completely that most have forgotten that it ever existed. Its failure seems complete and final. Yet in another sense, cybernetics was so powerful and successful that the concepts, habits, and institutions born with it have become intrinsic parts of our world and how we make sense of it. Key cybernetic concepts of information, system, and feedback are now fundamental to our basic ways of understanding the mind, brain and computer, of grasping the economy and ecology, and finally of imagining the nature of human life itself. This course will trace the echoes of the cybernetic explosion from the wake of World War II to the onset of Silicon Valley euphoria

RUSS GU4340 Chteniia po russkoi literature: Bulgakov. 3.00 points.

The course is devoted to reading and discussing of Mikhail Bulgakov's masterpiece *Master i Margarita*. Classes are conducted entirely in Russian

RUSS GU4344 ADV RUSSIAN THROUGH HISTORY. 3.00 points.

Prerequisites: RUSS UN3101 and RUSS UN3102 three years of college Russian or the equivalent.

Prerequisites: RUSS UN3101 and RUSS UN3102 Third-Year Russian I and II, or placement test. 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

RUSS GU4345 ADV RUSSIAN THROUGH HISTORY. 3.00 points.

Prerequisites: three years of Russian.

Prerequisites: three years of Russian. This is a language course designed to meet the needs of those foreign learners of Russian as well as heritage speakers who want to further develop their reading, listening, speaking, and writing skills and be introduced to the history of Russia

Slavic Literature and Culture

SLCL UN3001 SLAVIC CULTURES. 3.00 points.

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

The history of Slavic peoples - Russians, Czechs, Poles, Serbs, Croats, Ukrainians, Bulgarians - is rife with transformations, some voluntary, some imposed. Against the background of a schematic external history, this course examines how Slavic peoples have responded to and have represented these transformations in various modes: historical writing, hagiography, polemics, drama and fiction, folk poetry, music, visual art, and film. Activity ranges over lecture (for historical background) and discussion (of primary sources)

RMAN GU4002 Romanian Culture, Identity and Complexes. 3 points.

This course addresses the main problems that contribute to the making of Romanian identity, as fragmented or as controversial as it may seem to those who study it. The aim is to become familiar with the deepest patterns of Romanian identity, as we encounter it today, either in history, political studies, fieldwork in sociology or, simply, when we interact with Romanians. By using readings and presentations produced by Romanian specialists, we aim to be able to see the culture with an "insider's eye", as much as we can. This perspective will enable us to develop mechanisms of understanding the Romanian culture and mentality independently, at a more profound level and to reason upon them.

CLSL GU4011 Experimental Cultures. 3.00 points.

This seminar course will provide a punctual survey of trends and figures in the experimental cultures of East Central Europe. Formations include the avant-gardes (first, postwar, and postcommunist); experimental Modernisms and Postmodernisms; alternative film, media, and visual culture; and formally inventive responses to exceptional historical circumstances. Proceeding roughly chronologically from early twentieth to early twenty-first centuries, we will examine expressionist/surrealistic painting and drama; zenithist hybrid genres such as cinépoetry and proto-conceptualist writing; mixed-media relief sculpture; post-conceptual art; experimental and animated film; and avant-garde classical music. In terms of theory, we will draw on regional and global approaches to artistic experimentation ranging from Marxist and other theories of value through discourses of the body and sexuality in culture to contemporary affect theory. The course will be taught in English with material drawn primarily from Poland, Yugoslavia, Czechoslovakia, and Hungary. Each session will include a lecture followed by discussion

CLSL GU4012 Holocaust Literature: Critical Thinking in Dark Times. 3.00 points.

How do you write literature in the midst of catastrophe? To whom do you write if you don't know whether your readership will survive? Or that you yourself will survive? How do you theorize society when the social fabric is tearing apart? How do you develop a concept of human rights at a time when mass extermination is deemed legal? How do you write Jewish history when Jewish future seems uncertain? This course offers a survey of the literature and intellectual history written during World War II (1939-1945) both in Nazi occupied Europe and in the free world, written primarily, but not exclusively, by Jews. We will read novels, poems, science fiction, historical fiction, legal theory and social theory and explore how intellectuals around the world responded to the extermination of European Jewry as it happened and how they changed their understanding of what it means to be a public intellectual, what it means to be Jewish, and what it means to be human. The aim of the course is threefold. First, it offers a survey of the Jewish experience during WWII, in France, Russia, Poland, Latvia, Romania, Greece, Palestine, Morocco, Iraq, the USSR, Argentina, and the United States. Second, it introduces some of the major contemporary debates in holocaust studies. Finally, it provides a space for a methodological reflection on how literary analysis, cultural studies, and historical research intersect

CLSL GU4016 Socialist World Literature. 3.00 points.

This course researches the potentiality and development of a Socialist World Literature. Students will learn about the more contemporary constructions of World Literature in the West, and then look at how the Soviet Union and its satellites potentially crafted an alternative to the contemporary construction. The class will then examine whether the Soviet version addressed some of the criticism of the contemporary definitions of World Literature, particularly through addressing the colonialism and nationalism. Students will learn about the complex history of World Literature and its definitions, reading the major theorists of the concept as well as the major critics. They will also create their own arguments about World Literature in a highly-scaffolded major project due at the end of the term. All readings will be provided online

CLSL GU4017 The Central European Grotesque. 3.00 points.

Central Europe is home to large number of authors, artists, and directors who made use of the critical power of the grotesque. Beginning from the fin-de-siecle and moving to the contemporary moment, students will get to know a wide range of grotesque art from Central Europe as well as several of the critical approaches to the subject. The course should be of interest to anyone studying Central European culture, as well as students interested in cultural studies more generally. Students will learn to identify and analyze examples of the grotesque through a variety of theoretical lenses. They will also enrich their knowledge of Central European literature and culture

CLRS GU4037 Poets, Rebels, Exiles: 100 Years of Russians and Russian Jews in America. 3.00 points.

Poets, Rebels, Exiles examines the successive generations of the most provocative and influential Russian and Russian Jewish writers and artists who brought the cataclysm of the Soviet and post-Soviet century to North America. From Joseph Brodsky—the bad boy bard of Soviet Russia and a protégé of Anna Akhmatova, who served 18 months of hard labor near the North Pole for social parasitism before being exiled—to the most recent artistic descendants, this course will interrogate diaspora, memory, and nostalgia in the cultural production of immigrants and exiles

Fall 2025: CLRS GU4037

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLRS 4037	001/13108	Th 2:10pm - 4:00pm 707 Hamilton Hall	Anna Katsnelson	3.00	8/25

CLSL GU4075 POST COLONIAL/POST SOV CINEMA. 3.00 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

Fall 2025: CLSL GU4075

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLSL 4075	001/13107	T 6:10pm - 10:00pm 707 Hamilton Hall	Yuri Shevchuk	3.00	7/25

Bosnian/Croatian/Serbian Literature and Culture

BCRS UN1101 ELEM BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

BCRS UN1102 ELEM BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

Spring 2025: BCRS UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 1102	001/13728	W 10:10am - 11:25am 352b International Affairs Bldg	Aleksandar Boskovic	4.00	5/12
BCRS 1102	001/13728	T F 10:10am - 11:25am 352c International Affairs Bldg	Aleksandar Boskovic	4.00	5/12

BCRS UN2101 INTER BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Prerequisites: BCRS UN1102 *BCRS W1102* or the equivalent.

Prerequisites: BCRS UN1102 or the equivalent. Readings in Serbian/Croatian/Bosnian literature in the original, with emphasis depending upon the needs of individual students

BCRS UN2102 INTER BOSNIAN/CROATIAN/SERBIAN. 4.00 points.

Prerequisites: BCRS UN1102 *BCRS W1102* or the equivalent.

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 2025: BCRS UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 2102	001/13722	W 11:40am - 12:55pm 352b International Affairs Bldg	Aleksandar Boskovic	4.00	7/12
BCRS 2102	001/13722	T F 11:40am - 12:55pm 352c International Affairs Bldg	Aleksandar Boskovic	4.00	7/12

BCRS GU4331 ADV BOSNIAN/CROATIAN/SERBIAN. 3.00 points.

Prerequisites: BCRS UN2102 *BCRS W2102*.

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

BCRS GU4332 ADV BOSNIAN/CROATIAN/SERBIAN. 3.00 points.

Prerequisites: BCRS UN2102 *BCRS W2102*.

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 2025: BCRS GU4332

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
BCRS 4332	001/13735	T W 1:10pm - 2:25pm 406 Hamilton Hall	Aleksandar Boskovic	3.00	1/12

Czech Language and Literature

CZCH UN1101 ELEMENTARY CZECH I. 4.00 points.

Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year

Fall 2025: CZCH UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1101	001/12934	T Th F 10:10am - 11:25am 352b International Affairs Bldg	Christopher Harwood	4.00	5/12

CZCH UN1102 ELEMENTARY CZECH II. 4.00 points.

Essentials of the spoken and written language. Prepare students to read texts of moderate difficulty by the end of the first year

Spring 2025: CZCH UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 1102	001/11569	T Th F 11:40am - 12:55pm 352b International Affairs Bldg	Christopher Harwood	4.00	1/12

CZCH UN2101 INTERMEDIATE CZECH I. 4.00 points.

Prerequisites: CZCH UN1102 *CZCH W1102* or the equivalent.

Prerequisites: CZCH UN1102 or the equivalent Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students

Fall 2025: CZCH UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 2101	001/12937	T Th F 11:40am - 12:55pm 408 Hamilton Hall	Christopher Harwood	4.00	0/12

CZCH UN2102 INTERMEDIATE CZECH II. 4.00 points.

Prerequisites: CZCH UN1102

Prerequisites: CZCH UN1102 or the equivalent. Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students

Spring 2025: CZCH UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 2102	001/11557	T Th F 10:10am - 11:25am 522a Kent Hall	Christopher Harwood	4.00	2/12

CLCZ GU4030 POSTWAR CZECH LITERATURE. 3.00 points.

A survey of postwar Czech fiction and drama. Knowledge of Czech not necessary. Parallel reading lists available in translation and in the original

CLCZ GU4038 PRAGUE-SPRING 1968-FILM # LIT. 3.00 points.

The course explores the unique period in Czech film and literature during the 1960s that emerged as a reaction to the imposed socialist realism. The new generation of writers (Kundera, Skvorecky, Havel, Hrabal) in turn had an influence on young emerging film makers, all of whom were part of the Czech new wave

Fall 2025: CLCZ GU4038

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CLCZ 4038	001/13104	T Th 2:40pm - 3:55pm 709 Hamilton Hall	Christopher Harwood	3.00	3/18

CZCH GU4333 READINGS IN CZECH LITERATURE I. 3.00 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

Fall 2025: CZCH GU4333

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 4333	001/12941	T Th 1:10pm - 2:25pm 408 Hamilton Hall	Christopher Harwood	3.00	1/12

CZCH GU4334 READINGS IN CZECH LITERATURE II. 3.00 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

Spring 2025: CZCH GU4334

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
CZCH 4334	001/11529	M W 10:10am - 11:25am 408 Hamilton Hall	Christopher Harwood	3.00	2/12

Polish Language and Literature

POLI UN1101 ELEMENTARY POLISH I. 4.00 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

Fall 2025: POLI UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1101	001/12988	T Th F 1:10pm - 2:25pm 406 Hamilton Hall	Christopher Caes	4.00	4/12

POLI UN1102 ELEMENTARY POLISH II. 4.00 points.

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year

Spring 2025: POLI UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 1102	001/13744	M W Th 11:40am - 12:55pm 607 Hamilton Hall	William Debnam	4.00	2/12

POLI UN2101 INTERMEDIATE POLISH I. 4.00 points.

Prerequisites: POLI UN1102 *POLI W1102* or the equivalent.

Prerequisites: POLI UN1102 or the equivalent. Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students

Fall 2025: POLI UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 2101	001/12989	T Th F 11:40am - 12:55pm 406 Hamilton Hall	Christopher Caes	4.00	2/12

POLI UN2102 INTERMEDIATE POLISH II. 4.00 points.

Prerequisites: POLI UN1102

Prerequisites: POLI UN1102 or the equivalent. Rapid review of grammar; readings in contemporary nonfiction or fiction, depending on the interests of individual students

Spring 2025: POLI UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 2102	001/13751	T Th F 11:40am - 12:55pm 614 Martin Luther King Building	Christopher Caes	4.00	4/12

POLI GU4101 ADVANCED POLISH. 3.00 points.

Prerequisites: two years of college Polish or the instructor's permission. 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

POLI GU4102 ADVANCED POLISH II. 3.00 points.

Prerequisites: two years of college Polish or the instructors permission. 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

Spring 2025: POLI GU4102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
POLI 4102	001/13756	T Th 8:40am - 9:55am 305 Uris Hall	Christopher Caes	3.00	5/12

Ukrainian Language and Literature

UKRN UN1101 ELEMENTARY UKRAINIAN I. 4.00 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 2025: UKRN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1101	001/12911	M W Th 11:40am - 12:55pm 609 Hamilton Hall	Yuri Shevchuk	4.00	3/12

UKRN UN1102 ELEMENTARY UKRAINIAN II. 4.00 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 2025: UKRN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 1102	001/11563	M W Th 11:40am - 12:55pm 707 Hamilton Hall	Yuri Shevchuk	4.00	2/12

UKRN UN2101 INTERMEDIATE UKRAINIAN I. 4.00 points.

Prerequisites: UKRN UN1102 *UKRN W1102* or the equivalent.

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 2025: UKRN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 2101	001/12910	M W Th 10:10am - 11:25am 352a International Affairs Bldg	Yuri Shevchuk	4.00	1/12

UKRN UN2102 INTERMEDIATE UKRAINIAN II. 4.00 points.

Prerequisites: UKRN UN1102 *UKRN W1102* or the equivalent.

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 2025: UKRN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 2102	001/11550	M W 10:10am - 11:25am 352a International Affairs Bldg	Yuri Shevchuk	4.00	3/12
UKRN 2102	001/11550	Th 10:10am - 11:25am 352c International Affairs Bldg	Yuri Shevchuk	4.00	3/12

UKRN UN3997 SUPERVISED INDIVIDUAL RESEARCH. 2.00-4.00 points.**UKRN GU4001 Advanced Ukrainian I. 3 points.**

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.

UKRN GU4002 Advanced Ukrainian II. 3 points.

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.

UKRN GU4006 Advanced Ukrainian Through Literature, Media, and Politics. 3.00 points.

This course is organized around a number of thematic centers or modules. Each is focused on stylistic peculiarities typical of a given functional style of the Ukrainian language. Each is designed to assist the student in acquiring an active command of lexical, grammatical, discourse, and stylistic traits that distinguish one style from the others and actively using them in real-life communicative settings in contemporary Ukraine. The styles include literary fiction, scholarly prose, and journalism, both printed and broadcast

Fall 2025: UKRN GU4006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4006	001/12912	M W 1:10pm - 2:25pm 351c International Affairs Bldg	Yuri Shevchuk	3.00	1/12

UKRN GU4007 Advanced Ukrainian Through Literature, Media and Politics II. 3.00 points.

This course is organized around a number of thematic centers or modules. Each is focused on stylistic peculiarities typical of a given functional style of the Ukrainian language. Each is designed to assist the student in acquiring an active command of lexical, grammatical, discourse, and stylistic traits that distinguish one style from the others and actively using them in real-life communicative settings in contemporary Ukraine. The styles include literary fiction, scholarly prose, and journalism, both printed and broadcast

Spring 2025: UKRN GU4007

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
UKRN 4007	001/11574	M W 1:10pm - 2:25pm 352c International Affairs Bldg	Yuri Shevchuk	3.00	5/12

UKRN GU4054 CREATING ID-CONTEMP UKRN CULT. 3.00 points.

This course presents and examines post-Soviet Ukrainian literature. Students will learn about the significant achievements, names, events, scandals and polemics in contemporary Ukrainian literature and will see how they have contributed to Ukraine's post-Soviet identity. Students will examine how Ukrainian literature became an important site for experimentation with language, for providing feminist perspectives, for engaging previously-banned taboos and for deconstructing Soviet and Ukrainian national myths. Among the writers to be focused on in the course are Serhiy Zhadan, Yuri Andrukhovych, Oksana Zabuzhko and Taras Prokhasco. Centered on the most important successes in literature, the course will also explore key developments in music and visual art of this period. Special focus will be given to how the 2013/2014 Euromaidan revolution and war are treated in today's literature. By also studying Ukrainian literature with regards to its relationship with Ukraine's changing political life, students will obtain a good understanding of the dynamics of today's Ukraine and the development of Ukrainians as a nation in the 21st century. The course will be complemented by audio and video presentations. Entirely in English with a parallel reading list for those who read Ukrainian

UKRN GU4121 Agent of Change: Ukrainian Art Between Revolutions. 3.00 points.

The course will trace the appearance of the avant-garde on the territory of the Russian Empire with a focus on Ukrainian art as compared to Russian. Examining the art aspiring not only to reflect but to alter the reality originating both in the center and the periphery, the class will explore the array of strategies employed by art for that end. The foundational theories of avant-garde, non-conformism, and dissident art will be studied alongside the most celebrated and influential examples of innovative and radical art from the region. Beginning with socially minded realist practices, the class will consider the impact of the collapse of the Russian and then Soviet Empires on art and reflect on how the societal upheavals affect the understanding of the function and the definition of art. The appearance of Socialist Realism and the versions of opposition to it will be studied, from dissident undermining to neglect and escapism of the second avant-gardes. Ukrainian art of recent decades will be studied in the context of several revolutions (Granite, Orange, Euromaidan) that defined its contemporary history. The class is offered for graduate and advanced undergraduate students. Knowledge of Russian or Ukrainian is not required

Hungarian

HNGR UN1101 ELEMENTARY HUNGARIAN I. 4.00 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 2025: HNGR UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1101	001/11424	T Th 9:10am - 11:00am 351c International Affairs Bldg	Carol Rounds	4.00	2/18

HNGR UN1102 ELEMENTARY HUNGARIAN II. 4.00 points.

Introduction to the basic structures of the Hungarian language. With the instructors 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 2025: HNGR UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 1102	001/13019	T Th 9:10am - 11:00am 351c International Affairs Bldg	Carol Rounds	4.00	2/16

HNGR UN2101 INTERMEDIATE HUNGARIAN I. 4.00 points.

Prerequisites: HNGR UN1101-UN1102 or the equivalent. Further develops a student's knowledge 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

Fall 2025: HNGR UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 2101	001/11423	T Th 11:10am - 1:00pm 351c International Affairs Bldg	Carol Rounds	4.00	1/18

HNGR UN2102 INTERMEDIATE COURSE II. 4.00 points.

Prerequisites: *HNGR W1101-W1102* or the equivalent.

Prerequisites: HNGR UN1101-UN1102 or the equivalent. Further develops a students knowledge of the Hungarian language. With the instructors 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 2025: HNGR UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HNGR 2102	001/13025	T Th 11:10am - 1:00pm 351c International Affairs Bldg	Carol Rounds	4.00	4/16

HNGR UN3341 ADVANCED READINGS IN HUNGARIAN. 3.00 points.

Prerequisites: *HNGR W1201-W1202* and *HNGR W3340*, or the equivalent. This course has an emphasis on rapid and comprehensive reading of academic materials. In addition to weekly readings, oral presentations and written essays serve to improve fluency in all aspects of Hungarian.

HNGR UN3343 DESCRIPTIVE GRAMMAR-HUNGARIAN. 3.00 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 all the 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

Cross-Listed Courses

AFRS GU4000 HARLEM AND MOSCOW. 3.00 points.

Prerequisites: NA The Russian Revolution of 1917 is widely acknowledged as a watershed moment in the global struggle for worker's rights, but it also played a considerable role in the fights against racism and colonialism (Lenin considered both tools of capitalist exploitation). In Soviet Russia's project to make racial equality a central feature of communism, two urban locales featured prominently: its capital city of Moscow and the burgeoning Black cultural center that was Harlem, New York. This course will explore cross-cultural encounters between Moscow and Harlem as a way to ask larger questions about race, class, and solidarity across difference. Students can expect to read novels, memoirs, and cultural reportage from Harlem Renaissance figures (Langston Hughes, Claude McKay, Dorothy West) who traveled to Moscow. Students will also learn about the role of race in early Soviet culture, particularly visual culture (films, children's media, propaganda posters, etc.). This course includes a field trip to the Schomburg Center for Research in Black Culture in Harlem

Sociology

Office location: 332 Milbank Hall

Office phone: 212-854-3577

Department Assistant: Marsha Peruo, mperuo@barnard.edu

The Study of Sociology

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.

Mission

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.

Programs of Study

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.

Student Advising

Advising Resources

You can find information about the [Requirements for Degree in Sociology](#) on our website. There you will find the following information:

- A link to the downloadable Major Worksheet to track the courses you have completed towards a major in sociology.
- Requirements for the sociology major, including courses needed for Foundations (3 courses), Electives (5 courses) and Senior Requirements (2 courses from research paper and/or thesis options)
- Requirements for the single, double, combined, or special major
- Requirements for the sociology minor
- A link to the Degree Audit Change Request Form

Students are assigned to a major advisor from the sociology faculty when they declare their major. Students can also make an appointment to speak with the Department Chair.

The Sociology Department provides advising events such as open houses, program planning meetings, and student get-togethers.

Guidance for First-Year Students

A list of [Barnard Sociology Courses Recommended for First-Year Students](#) can be found on our website.

Coursework taken outside of Barnard

Advanced Placement Credit

Please see [AP Scores by Subject](#) on Barnard's website. Please note that Barnard does not grant major credit on the basis of exam scores; the college only permits course exemptions. Majors in the department must substitute another course for any exemption they receive on the basis of an exam score. Please speak to your major advisor or Chair about your situation. At this time, Sociology does not have an advanced placement exam.

Columbia College Courses

Please speak to your major advisor or Chair about which Columbia College courses are accepted toward your sociology major prior to registering for a course.

Transfer Credit

When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor. Please speak with your major advisor or Chair.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major. For credits toward the minor, please speak to your advisor or Chair.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it

approved by both the Registrar's Office and the Chair or department representative.

Senior Capstone Project

Please see the section called "Additional Information about the senior requirement" in the [Requirements](#) (p. 592) tab. This section explains what is required for the Research Paper Option and the Thesis Option with a special note at the end.

Chair

Debra Minkoff (Miriam Scharfman Zadek Family Professor)

Professors

Elizabeth Bernstein

Mignon Moore (Ann Whitney Olin Professor of Sociology)

Jonathan Rieder

Associate Professor

Debbie Becher

Assistant Professors

Maricarmen Hernández

Angela Simms

Amy Zhou

Term Associate Professor

Randa Serhan

Term Lecturer

Nic Rios

Term Associate

Dominic Terrel Walker

Adjunct Professor

Maati Momplaisir-Ellis

Adjunct Assistant Professors

Andrew Anastasi

Domonique Reed

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.

Special note: Courses taken Pass/D/Fail **cannot** count toward the sociology major requirements. Students may elect sociology courses as P/D/F for course credit only. There are no departmental exceptions to this policy.

The Sociology major is comprised of a minimum of 10 courses (a minimum of 35 credits). 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 (no later than the junior year)

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](#) (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 SENIOR PROJECTS and SOCI BC3088 INDIVIDUAL SENIOR PROJECTS 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 SENIOR PROJECTS 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.

In order to keep our archive of senior projects current, all seniors should submit a final, spiral-bound copy and an electronic file (PDF or Word) of the research paper or senior thesis to the Department no later than the last day of exams of the second semester of their senior year.

Use this [Major Requirements Worksheet](#) to identify the major requirements that you have completed.

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. 4.00 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. Please note you must also register for a discussion section to take this course

Spring 2025: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	001/10949	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Adam Reich	4.00	252/270

Fall 2025: SOCI UN1000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1000	002/00985	M W 11:40am - 12:55pm 405 Milbank Hall	Randa Serhan	4.00	102/110

SOCI UN1203 The Social Animal in the Digital Age. 3.00 points.

This course re-examines central theories and perspectives in the social sciences from the standpoint of digital technologies. Who are we in the digital age? Is the guiding question for the course. We consider the impact of modern technology on society including, forms of interaction and communication, possibilities for problem solving, and re-configurations of social relationships and forms of authority. The course integrates traditional social science readings with contemporary perspectives emerging from scholars who looking at modern social life. The course is an introductory Sociology offering

Fall 2025: SOCI UN1203

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 1203	001/13059	M W 1:10pm - 2:25pm 301 Uris Hall	Sudhir Venkatesh	3.00	43/200

SOCI UN2208 CULTURE IN AMERICA. 3.00 points.

An examination of the diverse values, meanings and identities that comprise American pluralism, the moral and political clashes and communities that emerge from them, and the sociological concepts that make sense of them. Part One explores larger macro-themes (American exceptionalism; individualism and community; religion and secularism; pleasure and restraint in post-Puritan America; race, immigration and identity). Part Two explores the interplay between these large themes and cultural polarization in post-Trump America, with special focus on the cultural forces at play in the 2024 presidential election: red states, blues states and cultural sorting; changing conceptions of liberalism and conservatism; class divisions and the global rise of cultural populism; the concept of "epistemic tribes" and media silos; fights over religion and race, sexuality and family; the current war on "wokeness" and the debate on free expression

Fall 2025: SOCI UN2208

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 2208	001/00306	T Th 1:10pm - 2:25pm 302 Barnard Hall	Jonathan Rieder	3.00	30/45

SOCI UN2240 ECONOMY # SOCIETY. 3.00 points.

An introduction to economic sociology. Economic sociology is built around the claim that something fundamental is lost when markets are analyzed separately from other social processes. We will look especially at how an analysis of the interplay of economy and society can help us to understand questions of efficiency, questions of fairness, and questions of democracy.

SOCI UN3000 SOCIAL THEORY. 4.00 points.

Prerequisites: Sophomore standing.

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

Spring 2025: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	001/00080	T Th 11:40am - 12:55pm LI003 Barnard Hall	Andrew Anastasi	4.00	50/60

Fall 2025: SOCI UN3000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3000	002/00946	T Th 11:40am - 12:55pm 323 Milbank Hall	Andrew Anastasi	4.00	57/60

SOCI UN3010 METHODS FOR SOCIAL RESEARCH. 4.00 points.

Prerequisites: SOCI W1000 The Social World or Instructor Permission

Prerequisites: SOCI UN1000 The Social World or Instructor Permission
Required for all Sociology majors. Introductory course in social scientific research methods. Provides a general overview of the ways sociologists collect information about social phenomena, focusing on how to collect data that are reliable and applicable to our research questions

Spring 2025: SOCI UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/00078	M W 2:40pm - 3:55pm 408 Zankel	Randa Serhan	4.00	51/60

Fall 2025: SOCI UN3010

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3010	001/00033	T Th 6:10pm - 7:25pm LI002 Milstein Center	Amy Zhou	4.00	50/60

SOCI BC3015 Digital Inequalities. 3.00 points.

This course will analyze the ways in which social inequalities are produced and reinforced within the digital world. We will study the ways in which the digital media has shaped public discourse through a variety of media infrastructures like digital platforms, apps, and social media sites. The course will also highlight how the digital creates place-based inequalities, in terms of environmental degradation or surveillance, as well as the lack of access to basic resources like the internet

Fall 2025: SOCI BC3015

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3015	001/01156	M W 8:40am - 9:55am 202 Milbank Hall	Bizaa Ali	3.00	20/30

SOCI BC3087 INDIVIDUAL SENIOR PROJECTS. 4.00 points.

Prerequisites: Meets senior requirement. Instructor permission required. The instructor will supervise the writing of long papers involving some form of sociological research and analysis

Fall 2025: SOCI BC3087

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3087	001/00309		Deborah Becher	4.00	2/6
SOCI 3087	002/00310		Elizabeth Bernstein	4.00	0/6
SOCI 3087	003/00311		Maricarmen Hernandez	4.00	1/6
SOCI 3087	004/00312		Debra Minkoff	4.00	0/6
SOCI 3087	005/00313		Mignon Moore	4.00	1/6
SOCI 3087	006/00314		Jonathan Rieder	4.00	1/6
SOCI 3087	007/00315		Angela Simms	4.00	0/6
SOCI 3087	008/00316		Amy Zhou	4.00	2/6
SOCI 3087	009/00317		Randa Serhan	4.00	5/7

SOCI BC3088 INDIVIDUAL SENIOR PROJECTS. 4.00 points.

Prerequisites: Meets senior requirement. Instructor permission required.

Prerequisites: Meets senior requirement. Instructor permission required. The instructor will supervise the writing of long papers involving some form of sociological research and analysis

Spring 2025: SOCI BC3088

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3088	001/00086		Deborah Becher	4.00	3/6
SOCI 3088	002/00087		Elizabeth Bernstein	4.00	2/6
SOCI 3088	003/00088		Maricarmen Hernandez	4.00	0/6
SOCI 3088	004/00089		Debra Minkoff	4.00	1/6
SOCI 3088	005/00090		Mignon Moore	4.00	2/6
SOCI 3088	006/00091		Jonathan Rieder	4.00	1/6
SOCI 3088	007/00092		Angela Simms	4.00	0/6
SOCI 3088	008/00093		Amy Zhou	4.00	1/6
SOCI 3088	009/00102		Randa Serhan	4.00	2/6

SOCI BC3202 Structural Determinants of Health. 3.00 points.

The COVID-19 pandemic has made the underlying health disparities that exist in the United States more apparent. The traditional biomedical model places the responsibility of these disparities on the choices that an individual makes. The model assumes that one's smoking, eating and exercising habits are based on personal choice. Therefore, the prevalence of morbidities such as high blood pressure, obesity and diabetes is the result of an individual's poor decisions. This course will explore how the conditions under which individuals live, work, play and pray impact their health outcomes. Collectively these conditions are referred to as the Social Determinants of Health (SDoH) and often they reveal the systemic inequalities that disproportionately affect marginalized communities. This course will also call upon the need for a paradigm shift from the "Social" Determinants of Health to the "Structural" Determinants of Health. This shift is in recognition that it is the underlying structures (laws, material infrastructure) that impact health outcomes. The development of the SDoH has challenged health care providers to look beyond the biomedical model that stresses an individual's behavior as the main predictor of adverse health conditions. Instead the SDoH focuses on an "upstream" approach that examines the underlying systemic and racial inequalities that impact communities of color and their health outcomes. An analysis that focuses upstream reveals that government policies and social structure are at the core of health disparities. Through the lens of New York City and its health systems, this course will cover a wide range of topics related to race and health, including: racial inequalities in housing and homelessness, biases in medical institutions, and the unconscious bias that lead providers to have racialized perception of an individual's pain tolerance. In addition to exposing these inequalities the course will also provide innovative solutions that seek to mitigate these barriers including: home visiting programs, medical respite programs for homeless patients and food as medicine in health care systems. Students will demonstrate their knowledge through individual writing, and class discussion. The course revolves around important readings, lectures, and podcasts that illustrates how one's class position and the color of one's skin can influence the access to healthcare one has as well as their experience of it

Spring 2025: SOCI BC3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3202	001/00085	T Th 6:10pm - 7:25pm 328 Milbank Hall	Maati Momplaisir	3.00	49/45

Fall 2025: SOCI BC3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3202	001/00320	T Th 6:10pm - 7:25pm 328 Milbank Hall	Maati Momplaisir	3.00	47/50

SOCI UN3203 Power, Politics # Society. 4.00 points.

Power, Politics, and Society introduces students to the field of political sociology, a subfield within sociology that is deeply engaged in the study of power in formal and diffuse forms. Using sociological theories and current events from the US and around the world, this course is designed to help students analyze their social worlds, and understand the significance of the old adage, "everything is political."

SOCI UN3207 MUSIC, RACE # IDENTITY. 3.00 points.

Analysis of the complex relationship among race, art, organizations, economics, social movements and identity. Emphasis is on shifting conceptions of identity and changing roles of race and racism in the spirituals, gospel music, minstrelsy, rhythm and blues, rocknroll, soul music, Hip Hop and contemporary popular music

Spring 2025: SOCI UN3207

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3207	001/00126	T Th 1:10pm - 2:25pm 504 Diana Center	Jonathan Rieder	3.00	32/45

SOCI BC3214 SOC OF AFRICAN AMERICAN LIFE. 3.00 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 with some discussion

Spring 2025: SOCI BC3214

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3214	001/00074	M W 1:10pm - 2:25pm 328 Milbank Hall	Mignon Moore	3.00	24/30

SOCI UN3217 LAW # SOCIETY. 3 points.

Examines how people use law, how law affects people, and how law develops, using social scientific research. Covers law in everyday life; legal and social change; legal subjects such as citizens and corporations, and the legitimacy of law. Recommended for pre-law and social-science majors. No required prerequisites or previous knowledge.

Spring 2025: SOCI UN3217

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3217	001/00076	T Th 10:10am - 11:25am LI001 Milstein Center	Deborah Becher	3	30/45

SOCI BC3219 RACE, ETHNICITY # SOCIETY. 3.00 points.

Examines the social construction of race and ethnicity in the United States from colonial period to present. Analyzes how capitalist interests, class differences, gender, immigration, and who "deserves" the full rights and privileges of citizenship, shape boundaries between and within racial and ethnic groups. Also considers how racism affects resource access inequities between racial groups in education, criminal justice, media, and other domains. Explores factors underpinning major social change with an eye toward discerning social conditions necessary to create and sustain just social systems

Fall 2025: SOCI BC3219

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3219	001/00321	T Th 2:40pm - 3:55pm 328 Milbank Hall	Angela Simms	3.00	35/45

SOCI UN3225 SOCIOLOGY OF EDUCATION. 3.00 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

Fall 2025: SOCI UN3225

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3225	001/00322	M W 4:10pm - 5:25pm 323 Milbank Hall	Dominic Walker	3.00	43/45

SOCI UN3235 SOCIAL MOVEMENTS. 4.00 points.

Prerequisites: One introductory course in Sociology suggested.

Prerequisites: One introductory course in Sociology suggested. Social movements and the theories social scientists use to explain them, with emphasis on contemporary American activism. Cases include the Southern civil rights movement, Black Lives Matter, contemporary feminist mobilizations, LGBTQ activism, immigrant rights and more recent forms of grassroots politics

Fall 2025: SOCI UN3235

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3235	001/00323	T Th 10:10am - 11:25am 207 Milbank Hall	Debra Minkoff	4.00	20/30

SOCI BC3236 Arab New York. 3.00 points.

Arab New York introduces students to a little-known community with a long history in New York City dating back to the late 1800s. Students will explore where Arab American communities thrive in New York and learn about the history of these neighborhoods. Applying sociological theories of assimilation, we will assess how immigrants from the Arab world have fared over time in New York City

SOCI UN3241 Transnationalism, Citizenship, and Belonging. 3.00 points.

Transnationalism, Citizenship, and Belonging covers the myriad ways that transnationalism is experienced in both South to North and South to South migrations. Transnationalism and its contenders, globalization and nationalism, will be placed within a broader discussion of belonging based on sociological theories of citizenship, politics of exclusion, and boundary-making

Spring 2025: SOCI UN3241

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3241	001/00077	M W 11:40am - 12:55pm 418 Barnard Hall	Randa Serhan	3.00	36/45

SOCI BC3242 Sociology of Art. 3.00 points.

This course challenges students to read broadly and across disciplines to develop a robust understanding of the social world of the arts, engaging literatures across sub-fields of sociology, art history, cultural studies, law, policy, and economics to develop analytical strategies for understanding the complex landscape of art, artistic practice, and artistic engagement in the social universe

SOCI BC3244 Environmental Sociology. 3.00 points.

This course examines the social roots and impacts of environmental contamination and disasters, in order to understand how humans relate to nature in the context of global racial capitalism and the possibilities for creating a more sustainable world. We will also explore how racism is foundational to environmental exploitation and consider why global struggles for racial justice are crucial for protecting both people and the earth, paying particular attention to how environmental health inequalities are linked to race, class, gender, and nation. We will consider key theories, debates, and unresolved questions in the subfield of environmental sociology and discuss future directions for the sociological study of human/environment relations

Fall 2025: SOCI BC3244

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3244	001/00324	M W 5:40pm - 6:55pm 328 Milbank Hall	Maricarmen Hernandez	3.00	40/45

SOCI UN3246 MEDICAL SOCIOLOGY. 3.00 points.

Examines the ways sociologists have studied the field of medicine and experiences of health and illness. We cannot understand topics of health and illness by only looking at biological phenomena; we must consider a variety of social, political, economic, and cultural forces. Uses sociological perspectives and methods to understand topics such as: unequal patterns in health and illness; how people make sense of and manage illness; the ways doctors and patients interact with each other; changes in the medical profession, health policies and institutions; social movements around health; and how some behaviors but not others become understood as medical problems. Course is geared towards pre-med students as well as those with general interests in medicine, health and society

Spring 2025: SOCI UN3246

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3246	001/00075	T Th 4:10pm - 5:25pm 328 Milbank Hall	Amy Zhou	3.00	42/45

SOCI BC3248 Race, Ethnicity, and Education in the US. 4.00 points.

This course explores the sociology and history of race and racism, ethnicity and ethnocentrism, and unequal access to education in the United States through readings, films, audio, and multimedia. Experiences of students in public and private K-12 schools, colleges and universities, and alternative and informal educational settings will be considered. Movements by students and communities to fight discrimination and injustice, demand equal opportunities and resources, and to realize the promise of education as a means of achieving personal and collective liberation will also be examined. Case studies may include: boarding schools for Indigenous children; Reconstruction-era public schools; the settlement house movement; Freedom Schools of the Civil Rights Movement; the Black Panther Party's educational initiatives; community-controlled schools; Black, Mexican American, Puerto Rican, and Ethnic Studies programs; urban educational reform, public school closures, and charter schools; the school-to-prison pipeline; standardized testing and advanced placement courses; and more

Spring 2025: SOCI BC3248

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3248	001/00151	T Th 2:40pm - 3:55pm 140 Horace Mann Hall	Dominic Walker	4.00	41/45

SOCI BC3249 Social Closure and Inequality. 3.00 points.

This class will examine the social phenomenon of exclusion. Attempts to understand the social behavior of creating insiders and outsiders is a hallmark in Sociology. How does it happen? What purpose does it serve? Who decides who is in and who is out? While some forms of social closure, like segregation, are more well known, there are numerous mechanisms of social exclusion people and groups employ in the social world. Additionally, forms of exclusion do not always come from the top down as a form of domination, but sometimes from the bottom up, with the goal of resource redistribution. We will study these different forms of exclusion along with the theorized aims these forms of closure seek to achieve to get a more comprehensive picture of how social exclusion is used in the social world

Spring 2025: SOCI BC3249

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3249	001/00751	M W 11:40am - 12:55pm 504 Diana Center	Dominic Walker	3.00	39/45

Fall 2025: SOCI BC3249

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3249	001/00692	T Th 11:40am - 12:55pm 140 Horace Mann Hall	Dominic Walker	3.00	23/45

SOCI UN3285 ISRAELI SOC # ISR-PLS CONFLICT. 3.00 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

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 2025: SOCI UN3302

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3302	001/00325	M W 1:10pm - 2:25pm 302 Barnard Hall	Nic Rios	3	23/45

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 will use a variety of data sets to get a detailed empirical information, 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). Students will need to register for a discussion section as well; details to be announced.

SOCI UN3701 Sociology of Energy. 4 points.

This course explores many of the social forces that determine how energy is produced and what the consequences are. The course will focus in particular on how geographic communities, social identities, and related economics, cultures, and politics shape energy production.

SOCI UN3721 Social Justice: Connecting Academics to Action. 5.00 points.

This course will create an opportunity for active engagement between students doing sociology and a local organization working for social change by organizing immigrant communities, Make the Road New York. Students will be expected to actively study and/or participate in a project designed by the instructor and organization leaders. The action/research will primarily take the form of interviews (conducting interviews with members and leaders from an organization or campaign) and participant observation (taking part in the activities of the organization/campaign) and analysis of those interviews and observations. To accomplish this collaborative research project, students will take on different roles throughout the course, including that of fieldworker, project coordinator, analysis coordinator, and context researcher. Students will also read, discuss, and write about literature on scholarly-community partnerships and community organizing. Admittance by application and interview only. Preference to Sociology majors. Spanish speakers and writers, juniors, and seniors

SOCI UN3900 Societal Adaptations to Terrorism. 4 points.

Prerequisites: Junior or Senior standing

Examines 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.

SOCI UN3901 The Sociology of Culture. 4 points.

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.

Spring 2025: SOCI UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3901	001/00127	T 4:10pm - 6:00pm 119 Milstein Center	Jonathan Rieder	4	14/15

Fall 2025: SOCI UN3901

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3901	001/00850	T 4:10pm - 6:00pm 318 Milbank Hall	Jonathan Rieder	4	14/15

SOCI BC3907 COMMUNITIES AND SOCIAL CHANGE. 4.00 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

Fall 2025: SOCI BC3907

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3907	001/00326	Th 4:10pm - 6:00pm 227 Milbank Hall	Dominic Walker	4.00	19/21

SOCI BC3916 CROSSOVER CULTURE. 4.00 points.

The rise of crossover culture: racially segregated markets and genres; organizational environments and the rise of independent labels; the creative process and black-white conflict and connection; the emergence of rock as a white genre; civil rights, Black Power, and the politics of soul; cultural borrowing and the postracial ethos

SOCI BC3919 Transitions to Adulthood. 4 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 ADV TOPICS GENDER # SEXUALITY. 4.00 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 ones 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 BC3922 Race, Nation, and American Food Culture. 4 points.

Uses theories of race, ethnicity, and nation to ask questions about boundaries, categories, and distinctions about the American food system. Addresses the following questions: How are race, ethnicity, and national identity shaped by patterns of migration? How do processes like multiculturalism, panethnicity, and blending change the meanings and salience of these terms? How do symbols and systems of authenticity shape meaning-making around ethnoracial and national inequality? What does food have to do with race/ethnicity/nation? How are cultural products, like cuisine, markers of broader systems of inequality? How do these systems of inequality affect access to food, what we eat, the workplace, and racialized bodies? How does food serve as a marker of distinction in terms of race, ethnicity, nation, class, and gender? This course encourages students to read broadly in literatures of race, ethnicity, nation, migration and engage theories and ideas in conversation and debate across literatures to develop analytical strategies for understanding the complex landscape of ethnoracial and national inequality in the United States. By focusing analysis on cultural themes and specifically the case of American food culture, students are encouraged to question the utility and applicability of the abstract theories we encounter as well as the contributions and complications of each theory in relation to the others we discuss through a common language of cultural products, most specifically, the accessible discourse of food in American life.

SOCI BC3924 Gendered Work and Organizations. 4.00 points.

This course considers how gender shapes the action within different organizations, reflecting and reproducing broader social systems of inequality, identity, violence, and power in the United States. We will address current issues centered on the gendered nature of institutions and organizations, including the work/family debate, bodies at work, sexual harassment, service work, sex work, and sexual violence to illuminate the mechanisms by which systems of gender inequality shape the meanings and practices of individuals and groups within and across organizations and institutions

SOCI BC3925 Adv Topics Law # Society. 4.00 points.

The course will focus on a single topic within US law-and-society scholarship: either the profession of lawyering or the criminalization of immigration. We will critically examine existing research, and then create our own. With the support of their peers and instructor, students will design and complete substantial independent research projects. Limited to sociology majors with senior standing (except in exceptional circumstances), and having taken SOCI UN3217 Law and Society is strongly preferred. Fulfills the Research Paper Option for the senior requirement in sociology at Barnard

Spring 2025: SOCI BC3925

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3925	001/00910	Th 2:10pm - 4:00pm 912 Milstein Center	Deborah Becher	4.00	0/16

SOCI BC3927 ADV TPCS IMMIGRATN INEQUAL I. 4.00 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

Spring 2025: SOCI BC3927

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3927	001/00129	Th 2:10pm - 4:00pm 214 Milbank Hall	Randa Serhan	4.00	19/19

SOCI BC3928 ADVANCED TOPICS: POLITICS # SOCIETY. 4.00 points.

Research and writing intensive seminar on civic and political engagement in contemporary American society, along with critical evaluation of methods used to collect and analyze data on political and social life. Requirements include a final research paper based on independent data collection and analysis. Seminar limited to sociology majors with senior standing (except in exceptional circumstances). Fulfills the Research Paper Option for the senior requirement in sociology at Barnard

SOCI BC3930 ADVANCED TOPICS RACE # ETHNICITY. 4.00 points.

Discusses theories of race and ethnicity, distinctions between prejudice, discrimination, and racism, and the intersectionality paradigm. Under instructors 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

Fall 2025: SOCI BC3930

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3930	001/00328	W 2:10pm - 4:00pm 113 Milstein Center	Mignon Moore	4.00	8/15

SOCI BC3931 Seminar for Internships in Social Justice and Human Rights. 4 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. 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 BC3933 SOCIOLOGY OF THE BODY. 4.00 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?

SOCI BC3934 Global Activism. 4.00 points.

This seminar will investigate efforts to coordinate, justify, and understand global activism through lenses of internationalism, solidarity, and universal human rights. We will also study transformations in the global institutional landscape – comprising international finance, supranational unions, and non-governmental organizations – which is itself the contradictory outcome of prior cycles of contestation. We will survey historical precedents, analyze contemporary manifestations, and speculate on the future prospects of global activism. Students will explore cases and concepts by reading scholarly literature and by considering the political practices, texts, and media created by movements themselves

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.

SOCI BC3939 Housing Equity and the American Dream. 4.00 points.

The American Dream of owning a home has long represented an ideal of American equity. The ideal screams of opportunity and meritocracy: no matter how poor one begins life, as long as they work and save, they can enjoy the security and safety of home. To many, this ideal gives them hope, for they can see possibility for their achievement. To others, the ideal feels like a farce, for they rightly anticipate facing countless barriers to achieving that dream. This course examines challenges, contradictions, and ironies of American housing equity. We study ways in which the ideal of single-family home ownership has directly led to excluding large portions of the population from secure housing. We examine why and how many Americans can be deeply committed to equality and freedom and still perpetuate inequalities in their housing choices. We examine how people at the bottom who understand well the barriers they face still manage to survive, invent, and struggle to achieve dignity and equity in their housing. The course examines core issues of housing equity in America historically and in the present. The course primarily offers a sociological perspective on housing. But we will also read work and bring in perspectives from geography, history, urban planners, and others. In addition, we will also engage with work by journalists, which represents one way that the multi-disciplinary issues of housing are connected in narratives intended for a wider audience than more scholarly products. While we draw on work from various perspectives, we will focus on developing a sociological lens to understand housing

SOCI BC3941 Latin American Lives. 4.00 points.

This seminar explores how broad trends that shape contemporary Latin American societies intertwine with the specificities of people's multilayered local realities. Through ethnographic narratives of the everyday lives of Latin Americans, we will learn how life histories and narrative accounts offer windows for understanding inequality and persistence in the face of the seemingly insurmountable obstacles of an unequal world. Themes covered include precarious work, migration and displacement, housing, racism and state violence, gender and family, health, environmental devastation, and social movements. Cases are drawn from across the Americas, including: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Mexico, and Nicaragua

Spring 2025: SOCI BC3941

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3941	001/00560	M 6:10pm - 8:00pm 111 Milstein Center	Maricarmen Hernandez	4.00	15/16

SOCI BC3943 Black Americans and Development Politics. 4.00 points.

This seminar explores theories regarding race/racism, gendered racism, capitalism, political economy, and processes related to how governments and markets allocate capital to build and maintain public goods and services and private amenities—from drinking water, to homes, to schools, to grocery and retail stores. Focus is on debates within and across Black communities regarding how Black people should seek individual and collective capacity to realize their citizenship rights and privileges, with particular attention to variation in Black Americans' interests across the class spectrum. The final two weeks are devoted to Black liberation and reparations movements

Spring 2025: SOCI BC3943

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3943	001/00772	T 4:10pm - 6:00pm 306 Milbank Hall	Angela Simms	4.00	13/16

SOCI UN3944 Work, Life, Time and Space: From the Factory to the Gig Economy. 4 points.

This 4-credit class will explore experiences and perspectives of work, life, and the often blurred boundary between them. We will focus on how work is situated in, and shaped through, space and time. We will begin with a set of theoretical and historical texts, and then turn to case studies of work and life. The goal is to understand and make sense of how work, and its relationship to home, has evolved historically and how it is experienced today. The theories of space, time, and work which we begin with provide frameworks for making sense of the varied cases we will explore.

The course as a whole will offer a lens for analyzing the world of work, along with the relationship between work and the rest of our lives. It may serve a springboard for you to tackle such questions as: What is the relationship between meaning and money, work time and leisure time? (Or, will I work to live or live to work?) How do historical and relatively fixed work temporalities and geographies compare to new structures of work? (or, what is my Uber driver's life like, and why is it so different from my grandfather's experience as a mail carrier?) What do changing structures of work mean for our future, in and beyond work? (or, will robots take all of our jobs? And if so, what should we do about it?)

SOCI BC3946 GLOBAL HEALTH, POLITICS, AND SOCIETY. 4.00 points.

What is global health? Where do global health disease priorities come from, and how do the ways that we understand disease shape how we respond to it? What happens when good ideas and good intentions go wrong? This course critically examines the politics of global health and its impact on local institutions and people. Drawing on social science research, the course will address three main themes: 1) how global health priorities are defined and constructed, 2) how our understandings of disease influence our response to that disease, and 3) how efforts to respond to disease intersect with people on the ground, sometimes in unexpected ways. We will examine the global health industry from the vantage point of different institutions and actors – international organizations, governments, local healthcare institutions, healthcare workers, and people living with or at risk of various illnesses like HIV/AIDS, malaria, cancer, and Ebola. A primary goal of this course is to help you to develop skills in critical thinking in relation to global health issues and their impact on society. Students will demonstrate their knowledge through individual writing, class discussion, presentations, and a final research project

Fall 2025: SOCI BC3946

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3946	001/00330	Th 4:10pm - 6:00pm 113 Milstein Center	Amy Zhou	4.00	15/16

SOCI BC3947 Black Education. 4.00 points.

This class will examine the development of education for African Americans in the United States. Chattel slavery and its afterlives are marked by questions, debates, and experiments not simply in schooling for Black people, but how to use education for the practice of freedom. Through examining this development, students will learn how the experience of Black people in schools complicates static notions about public vs private schools, demands for school desegregation, and the ongoing role of (mostly) white philanthropy in shaping the development of education for Black youth in the US and around the world

Spring 2025: SOCI BC3947

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3947	001/00752	W 4:10pm - 6:00pm 318 Milbank Hall	Dominic Walker	4.00	14/16

SOCI BC3948 Transgender Lives. 4.00 points.

This seminar examines transgender people's lives through a sociological lens, investigating how social structures, institutions, and everyday interactions shape trans people's lives and identities. Students will analyze the intersectional nature of transgender experience, exploring how gender, race, class, disability, nation, and citizenship status create diverse lived realities within transgender communities. Topics include family dynamics, violence, resistance, space, work, legal recognition, and visions of transgender futures

Fall 2025: SOCI BC3948

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3948	001/01137	T 4:10pm - 6:00pm 113 Milstein Center	Nic Rios	4.00	8/16

SOCI BC3956 Surveillance. 4.00 points.

Surveillance has become a ubiquitous term that either conjures images of George Orwell's 1984, the popular series Black Mirror, or is dismissed as an inconvenience and a concern of only those who engage in criminal activity or have something to hide. Using sociological theories of power, biopower, racialization, and identity formation, Surveillance explores the various ways we are monitored by state authorities and corporations and our role in perpetuating the system (un)wittingly

SOCI BC3959 How Race Gets Under Our Skin: The Sociology of Race, Health, and Biomedicine. 4.00 points.

One of the glaring forms of inequalities that persists today is the race-based gap in access to health care, quality of care, and health outcomes. This course examines how institutionalized racism and the structure of health care contributes to the neglect and sometimes abuse of racial and ethnic minorities. Quite literally, how does race affect one's life chances? This course covers a wide range of topics related to race and health, including: racial inequalities in health outcomes, biases in medical institutions, immigration status and health, racial profiling in medicine, and race in the genomic era

SOCI UN3974 SOCI OF SCHOOLS,TEACH,LEARNING. 4.00 points.

In this class we will examine the school as a central institution in modern society, and we will grapple with an important question in the sociology of education: what role to schools play in reinforcing or challenging broader patterns of social inequality? We will pay special attention to the ways in which students class, race/ethnicity and gender shape their educational experiences. We will also look at how schools are organized, how schools construct differences among students, and how schools sort kids into different (and unequal) groups. Finally we will explore the types of interventions - at both the individual and organizational levels - that can mitigate inequality in educational achievement and help low-income students to succeed. One such intervention that has shown promise is tutoring in academic and social and behavioral skills, and interventions that strengthen self-affirmation. A major component of this class is your experience as a tutor. You will be trained as tutors to work with students from local high schools both through in-person tutoring and through tutoring using social networking technologies. Throughout the semester we will combine our academic learning with critical reflection on our experience in the field. Because you will be working with NYC high school students, we will pay special attention to how NYC high schools are organized and how current issues in education play out in the context of NYC schools

SOCI UN3998 INDIVIDUAL STUDY I. 1.00-6.00 points.

Prerequisites: open only to qualified majors in the department; the director of undergraduate studies permission is required. An opportunity for research under the direction of an individual faculty member. Students intending to write a year-long senior thesis should plan to register for C3996 in the spring semester of their senior year and are strongly advised to consult the undergraduate studies as they plan their programs

Fall 2025: SOCI UN3998

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3998	001/00332		Deborah Becher	1.00-6.00	0/3
SOCI 3998	002/00333		Elizabeth Bernstein	1.00-6.00	0/3
SOCI 3998	003/00334		Maricarmen Hernandez	1.00-6.00	0/3
SOCI 3998	004/00335		Debra Minkoff	1.00-6.00	1/3
SOCI 3998	005/00336		Mignon Moore	1.00-6.00	0/3
SOCI 3998	006/00337		Jonathan Rieder	1.00-6.00	1/3
SOCI 3998	007/00338		Angela Simms	1.00-6.00	0/3
SOCI 3998	008/00339		Amy Zhou	1.00-6.00	0/3
SOCI 3998	009/00340		Randa Serhan	1.00-6.00	0/3
SOCI 3998	010/00972		Dominic Walker	1.00-6.00	1/3

SOCI UN3999 INDIVIDUAL STUDY II. 1.00-6.00 points.

Prerequisites: open only to qualified majors in the department; the director of undergraduate studies' permission is required. Prerequisites: open only to qualified majors in the department; the director of undergraduate studies permission is required. An opportunity for research under the direction of an individual faculty member. Students intending to write a year-long senior thesis should plan to register for C3996 in the spring semester of their senior year and are strongly advised to consult the undergraduate studies as they plan their programs

Spring 2025: SOCI UN3999

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 3999	001/00094		Deborah Becher	1.00-6.00	0/3
SOCI 3999	002/00095		Elizabeth Bernstein	1.00-6.00	2/3
SOCI 3999	003/00096		Maricarmen Hernandez	1.00-6.00	0/3
SOCI 3999	004/00097		Debra Minkoff	1.00-6.00	0/3
SOCI 3999	005/00098		Mignon Moore	1.00-6.00	0/3
SOCI 3999	006/00099		Jonathan Rieder	1.00-6.00	1/3
SOCI 3999	007/00100		Angela Simms	1.00-6.00	0/3
SOCI 3999	008/00101		Amy Zhou	1.00-6.00	0/3
SOCI 3999	009/00103		Randa Serhan	1.00-6.00	3/3
SOCI 3999	012/17885		Peter Bearman	1.00-6.00	1/1
SOCI 3999	013/17898		Adam Reich	1.00-6.00	2/3

SOCI GU4028 GENDER AND INEQUALITY IN FAMI. 4 points.

In-depth, critical exploration of changing expectations and patterns of socialization for women and men in contemporary U. S. families.

Draws from family studies, gender studies, and LGBT studies to understand how gendered forces work to structure relations between and among family members. Readings highlight socioeconomic, racial and ethnic variations in patterns of behavior, at times critiquing assumptions and paradigms drawn from the experiences of traditional, middle-class nuclear families. Topics include division of household labor in same-sex and different-sex couples, adolescent experiences growing up disadvantaged, what happens to undocumented immigrant children when they reach adulthood, gender inequality in wealthy white families, and ethnic differences in men's expected roles in families.

SOCI GU4043 WORKSHP ON WEALTH # INEQUALITY. 1.00 point.

This Workshop is linked to the Workshop on Wealth - Inequality Meetings. This is meant for graduate students, however, if you are an advanced undergraduate student you can email the professor for permission to enroll

Fall 2025: SOCI GU4043

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SOCI 4043	001/13160	Th 2:10pm - 4:00pm 509 Knox Hall	Yao Lu, Marissa Thompson	1.00	11/25

SOCI GU4370 Processes of Stratification and Inequality. 3 points.

The nature of opportunity in American society; the measurement of inequality; trends in income and wealth inequality; issues of poverty and poverty policy; international comparisons.

SOCI GU4411 Politics and Society in Central Eastern Europe. 3 points.

The goal of the course is to discuss different approaches to the study of developmental pathways in Central and Eastern Europe (CEE) in a broad historical perspective drawing on various approaches from political science, sociology and economic history. Students participating in the seminars will get an overview on the various approaches to explaining divergence in political, social and economic developments between the Eastern and Western parts of Europe, and within the region. The course aims to establish a dialogue between three types of scholarships: one dealing with the pre-regime change developmental pathways in the region, another dealing with factors that could account for persistent post-communist and post-enlargement developmental divergence and a third one that deals with issues of backwardness and core-periphery relations in transnational and global perspective.

The course starts with a discussion of broad historical perspectives on East-West divergence in Europe. The second bloc deals with the various great transformations in the region: the remaking of states, politics and economies. The third bloc is devoted to the discussion of the transnationalization of states and economies in the region. Finally, the forth bloc deals with hybrid regimes and problems of democratic backsliding in the region.

SOCI GU4600 Mystifications of Social Reality . 4 points.
The late eighteenth and early nineteenth centuries were marked by the discovery of a new object of systematic inquiry in addition to Nature and the Individual: Society. First Economics, then Anthropology, Sociology, and Political Science developed strikingly new understandings of the actions, beliefs, and institutional arrangements of men and women in society, which were seen as obeying regular laws not derivable from, or reducible to, either the laws of nature or the laws of individual behavior. But these new disciplines, which came to be called the Social Sciences, were different from their predecessors in one fundamental and centrally important way: They revealed the study of society, and indeed society itself, to be mystified, ideologically encoded, shaped and distorted by the interests and beliefs of men and women even though those living in society or studying it often were oblivious of this fact.

In this course we shall read in depth a series of texts by authors who explored the ideological mystifications of social reality in their disciplines. The goal of the course is not merely to inform students of these authors and their ideas but to strengthen the ability of students to understand their own involvement in, indeed complicity in, ideological mystification.

Cross-Listed Courses

Urban Studies

URBS UN3308 INTRO TO URBAN ETHNOGRAPHIES. 3.00 points.
What is ethnography and what makes ethnography “urban”? This course explores how social scientists use ethnography to analyze questions and dilemmas often associated with urban settings. We will combine close readings of ethnographies with field-based inquiry, including our own studies of urban public space. Through both our readings and our field exercises, we will focus on the methods at the heart of ethnography: observation and participant-observation. As we read other scholars’ work, we will ask how the author uses ethnographic tools to explore issues that are suitable for intensive fieldwork. We will assess which kinds of research problems and theoretical perspectives are a good fit with ethnography and the roles that ethnography can play in transdisciplinary research projects. You will apply what you have learned about research to design your own pilot fieldwork. The ethnographies that we read together will examine intersections of housing, race, and class in urban communities. You are welcome to extend this focus to your own fieldwork, but it’s not required to do so. This is a writing-intensive course, and we will devote a considerable portion of class time to workshop your individual projects

Fall 2025: URBS UN3308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3308	001/00244	T 2:10pm - 4:00pm LI001 Milstein Center	Amelia Herbert	3.00	16/20

URBS UN3315 METROPOLITICS OF RACE # PLACE. 3.00 points.
This class explores how racism and racialized capitalism and politics shape the distribution of material resources among cities and suburbs in metropolitan areas and the racial and ethnic groups residing in them. Readings and discussion focus on the history of metropolitan area expansion and economic development, as well as contemporary social processes shaping racial and ethnic groups’ access to high-quality public goods and private amenities. We address racial and ethnic groups’ evolving political agendas in today’s increasingly market-driven socio-political context, noting the roles of residents; federal, state, and local governments; market institutions and actors; urban planners, activist organizations, foundations, and social scientists, among others. Here is a sample of specific topics: race/ethnicity and who “belongs” in what “place;” inequitable government and market investment across racial and ethnic communities over time and “sedimentation effects” (for example, the “redlining” of Black communities leading to their inability to access loan and credit markets and the resulting wealth gap between Blacks and Whites); gentrification processes; creating sufficient, sustainable tax bases; and suburban sprawl. Assignments will include two short response papers, mid-term and final exams, and another project to be determined

Spring 2025: URBS UN3315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3315	001/00753	T Th 2:40pm - 3:55pm 323 Milbank Hall	Angela Simms	3.00	38/45

URBS UN3420 INTRODUCTION URBAN SOCIOLOGY. 3.00 points.
Prerequisites: Students must attend first class.
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

Spring 2025: URBS UN3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3420	001/00449	T Th 11:40am - 12:55pm 152 Horace Mann Hall	Aaron Passell	3.00	20/24

URBS UN3545 JUNIOR SEMINAR IN URBAN STUDIES. 4.00 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.
Prerequisites: Non-majors admitted by permission of instructor.
Students must attend first class. Enrollment limited to 16 students per section. Introduction to the historical process and social consequences of urban growth, from the middle of the nineteenth century to the present

Fall 2025: URBS UN3545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3545	001/00246	T 4:10pm - 6:00pm 119 Milstein Center	Maricarmen Hernandez	4.00	10/16
URBS 3545	002/00247	T 4:10pm - 6:00pm 306 Milbank Hall	Angela Simms	4.00	10/16

URBS UN3546 JUNIOR SEMINAR IN URBAN STUDIES. 4.00 points.

Prerequisites: Non-majors admitted by permission of instructor.

Students must attend first class. Enrollment limited to 16 students per section.

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

Spring 2025: URBS UN3546

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3546	001/00450	T 12:10pm - 2:00pm 225 Milbank Hall	Christian Siener	4.00	12/16

Spanish & Latin American Cultures

219 Milbank Hall

212-854 7491 (fax)

Language Program Director: Jesús Suárez-García

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 production 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 teamwork 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:

- Use the Spanish language at the B2-C2 proficiency levels (Independent User/Proficient User), as defined by the Common European Framework of Reference (depending on initial background and ability);*
- 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.

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

Professors: Wadda Ríos-Font, Alfred Mac Adam, Ronald Briggs, Maja Horn

Associate Professors: Orlando Bentancor (Majors Advisor)

Senior Associates: Jesús Suárez-García (Language Program Director)

Senior Lecturer: Javier Pérez-Zapatero (Study Abroad Advisor), María Eugenia Lozano

Lecturer: Antoni Fernández Parera (Minor Advisor), Almudena Marin Cobos, Gabriela DeRobles

Term Lecturers: Alexandra Vialla Mendez

Adjunct Lecturer: Elga Castro, Anna Shilova, Marisa Russo, Alex Pereira, Laura Hydak

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):

Three required introductory courses:

SPAN UN3300	ADV LANGUAGE THROUGH CONTENT
SPAN UN3349	HISPANIC CULTURES I (SP)
SPAN UN3350	HISPANIC CULTURES II (SP)

Select seven elective courses

Select one of the following Senior Seminars: 4

SPAN BC3990	SENIOR SEMINAR
SPAN UN3991	SENIOR SEMINAR
SPAN W3992	Senior Seminar: Modern Cities and Global Cities

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.

Senior 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):

SPAN UN3300	ADV LANGUAGE THROUGH CONTENT	3
SPAN UN3349	HISPANIC CULTURES I (SP)	3
SPAN UN3350	HISPANIC CULTURES II (SP)	3
Select three other courses at the 3000-level or above to be chosen in consultation with the major advisor		

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):

SPAN UN3300	ADV LANGUAGE THROUGH CONTENT	3
SPAN UN3349	HISPANIC CULTURES I (SP)	3
SPAN UN3350	HISPANIC CULTURES II (SP)	3
Select ten elective courses		
Select one of the following Senior Seminars:		4
SPAN BC3990	SENIOR SEMINAR	
SPAN UN3991	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 willing 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. 4.00 points.

Prerequisites: a score of 0-279 in the department's Placement Examination.

Prerequisites: a score of 0-279 on the department's Spanish as a Second Language Placement exam. 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

Spring 2025: SPAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101	001/14155	M W F 8:40am - 9:55am 307 Pupin Laboratories	Nicholas Figueroa	4.00	10/15
SPAN 1101	002/14156	M W F 10:10am - 11:25am 307 Pupin Laboratories	Nicholas Figueroa	4.00	13/15
SPAN 1101	003/14157	M W F 11:40am - 12:55pm 307 Pupin Laboratories	Nicholas Figueroa	4.00	13/15
SPAN 1101	004/14158	T Th F 8:40am - 9:55am 327 Uris Hall	Irene Alonso-Aparicio	4.00	10/15
SPAN 1101	005/14159	T Th F 10:10am - 11:25am 327 Uris Hall	Irene Alonso-Aparicio	4.00	15/15
SPAN 1101	006/14160	T Th F 11:40am - 12:55pm 602 Northwest Corner	Diana Romero	4.00	10/15
SPAN 1101	020/00518	M W F 8:40am - 9:55am 225 Milbank Hall	Alex Pereira	4.00	12/15
SPAN 1101	021/00519	M W Th 10:10am - 11:25am 225 Milbank Hall	Jesus Suarez-Garcia	4.00	15/15
SPAN 1101	022/00520	M W Th 11:40am - 12:55pm 225 Milbank Hall	Jesus Suarez-Garcia	4.00	16/15
SPAN 1101	023/00930	T Th F 8:40am - 9:55am 327 Milbank Hall	Antoni Fernandez Parera	4.00	8/15

Fall 2025: SPAN UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1101	001/13305	M W F 8:40am - 9:55am 307 Pupin Laboratories	Cristian Romero	4.00	8/15
SPAN 1101	002/13306	M W F 10:10am - 11:25am 307 Pupin Laboratories	Cristian Romero	4.00	13/15
SPAN 1101	003/13307	M W F 11:40am - 12:55pm 307 Pupin Laboratories	Cristian Romero	4.00	14/15
SPAN 1101	004/13308	M W F 11:40am - 12:55pm 327 Uris Hall	Nicholas Figueroa	4.00	15/15
SPAN 1101	005/13310	T Th F 8:40am - 9:55am 222 Pupin Laboratories	Irene Alonso-Aparicio	4.00	15/15
SPAN 1101	006/13311	T Th F 10:10am - 11:25am 222 Pupin Laboratories	Irene Alonso-Aparicio	4.00	15/15
SPAN 1101	007/13312	T Th F 8:40am - 9:55am 114 Knox Hall	Lorena Garcia Barroso	4.00	11/15
SPAN 1101	008/13313	T Th F 10:10am - 11:25am 114 Knox Hall	Lorena Garcia Barroso	4.00	12/15
SPAN 1101	009/13314	T Th F 11:40am - 12:55pm 114 Knox Hall	Lorena Garcia Barroso	4.00	10/15
SPAN 1101	020/00465	M W Th 8:40am - 9:55am 223 Milbank Hall	Maria Lozano	4.00	16/15
SPAN 1101	021/00466	M W Th 10:10am -	Maria Lozano	4.00	16/15

SPAN UN1102 ELEMENTARY SPANISH II. 4.00 points.

Prerequisites: SPAN UN1101 *SPAN W1101*, or a score of 280-379 in the department's Placement Examination.

Prerequisites: SPAN UN1101 or a score of 280-379 on the department's Spanish as a Second Language Placement exam. 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

Spring 2025: SPAN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	001/14386	M W Th 2:40pm - 3:55pm 313 Hamilton Hall	Jose Placido Ruiz-Campillo	4.00	15/15
SPAN 1102	002/14387	M W Th 4:10pm - 5:25pm 313 Hamilton Hall	Jose Placido Ruiz-Campillo	4.00	15/15
SPAN 1102	003/14391	M W Th 5:40pm - 6:55pm 313 Hamilton Hall	Jose Placido Ruiz-Campillo	4.00	12/15
SPAN 1102	004/14388	M W F 8:40am - 9:55am 313 Pupin Laboratories	Cristian Romero	4.00	15/15
SPAN 1102	005/14389	M W F 10:10am - 11:25am 313 Pupin Laboratories	Cristian Romero	4.00	15/15
SPAN 1102	006/14390	M W F 11:40am - 12:55pm 313 Pupin Laboratories	Cristian Romero	4.00	14/15
SPAN 1102	007/14392	T Th F 8:40am - 9:55am 222 Pupin Laboratories	Aaron Boalick	4.00	11/15
SPAN 1102	008/14393	T Th F 10:10am - 11:25am 222 Pupin Laboratories	Aaron Boalick	4.00	15/15
SPAN 1102	009/14394	T Th F 11:40am - 12:55pm 222 Pupin Laboratories	Aaron Boalick	4.00	11/15
SPAN 1102	010/14395	T Th F 8:40am - 9:55am 325 Pupin Laboratories	Juan Jimenez-Caicedo	4.00	7/15
SPAN 1102	011/14396	T Th F 10:10am - 11:25am 325 Pupin Laboratories	Juan Jimenez-Caicedo	4.00	15/15
SPAN 1102	012/14397	T Th F 11:40am - 12:55pm 325 Pupin Laboratories	Juan Jimenez-Caicedo	4.00	13/15
SPAN 1102	020/00521	T Th F 8:40am - 9:55am 307 Milbank Hall	Maria Lozano	4.00	14/15
SPAN 1102	021/00522	T Th F 10:10am - 11:25am 202 Milbank Hall	Almudena Marin-Cobos	4.00	15/15
SPAN 1102	022/00523	T Th F 11:40am - 12:55pm 202 Milbank Hall	Almudena Marin-Cobos	4.00	14/15
SPAN 1102	023/00524	T Th F 1:10pm - 2:25pm 327 Milbank Hall	Marisa Russo	4.00	12/12

Fall 2025: SPAN UN1102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1102	003/13317	M W F 8:40am - 9:55am 327 Uris Hall	Nicholas Figueroa	4.00	15/15
SPAN 1102	004/13318	M W F 10:10am - 11:25am 327 Uris Hall	Nicholas Figueroa	4.00	15/15
SPAN 1102	005/13319	M W F 11:40am - 12:55pm 606 Lewisohn Hall	Lidia Lozano-Gonzalez	4.00	14/15
SPAN 1102	006/13320	M W F 11:40am - 12:55pm 224 Pupin Laboratories	Lee Abraham	4.00	13/15

SPAN UN1108 Elementary Spanish for Heritage Speakers. 4.00 points.

The principal aim of SPAN UN1108 is to build upon and further develop the informal knowledge of Spanish that heritage learners bring to the classroom—usually from family and neighborhood exposure to the language—and cultivate formal speaking, listening, reading, and writing abilities. Students are not expected to have any academic training in written Spanish prior to enrolling in this course. Spanish heritage language courses at Columbia/Barnard focus on the development of communicative abilities and literacy from sociolinguistic and sociocultural approaches. Throughout the semester, students will be reviewing spelling patterns, building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners' understanding of the multiple issues related to the Hispanic cultures in the United States and in other Spanish-speaking societies. All elementary Spanish language courses (for both non-heritage and heritage learners alike) at Columbia/Barnard are fully conducted in Spanish, to provide students with maximum exposure to the language. All readings, class discussions, written assignments and course exams are entirely in Spanish. Assessment is based on students' demonstrated acquisition and use of the language throughout the course, and their knowledge of topics covered in course readings and discussions

Spring 2025: SPAN UN1108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1108	021/00527	T Th F 10:10am - 11:25am 327 Milbank Hall	Antoni Fernandez Parera	4.00	14/15
SPAN 1108	022/00528	T Th F 11:40am - 12:55pm 327 Milbank Hall	Antoni Fernandez Parera	4.00	13/15

Fall 2025: SPAN UN1108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 1108	002/00477	T Th F 10:10am - 11:25am 237 Milbank Hall	Antoni Fernandez Parera	4.00	14/15
SPAN 1108	003/00478	T Th F 11:40am - 12:55pm 237 Milbank Hall	Antoni Fernandez Parera	4.00	14/15

SPAN UN2101 INTERMEDIATE SPANISH I. 4.00 points.

Prerequisites: SPAN UN1102 or SPAN UN1120 or *SPAN W1102* or *SPAN W1120*, or a score of 380-449 in the department's Placement Examination.

Prerequisites: SPAN UN1102 or SPAN UN1120 or or a score of 380-449 in the departments 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

Spring 2025: SPAN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2101	001/14424	M W F 8:40am - 9:55am 424 Pupin Laboratories	Jana Soler Libran	4.00	15/15
SPAN 2101	002/14425	M W F 10:10am - 11:25am 411 Hamilton Hall	Laura Berrios Figueroa	4.00	15/15
SPAN 2101	003/14426	M W F 11:40am - 12:55pm 601b Fairchild Life Sciences Bldg	Emily Oliveira	4.00	15/15
SPAN 2101	004/14427	M W F 10:10am - 11:25am 224 Pupin Laboratories	Lee Abraham	4.00	10/15
SPAN 2101	005/14428	M W F 11:40am - 12:55pm 224 Pupin Laboratories	Lee Abraham	4.00	13/15
SPAN 2101	006/14429	M W F 1:10pm - 2:25pm 424 Pupin Laboratories	Sara Malagon Llano	4.00	8/15
SPAN 2101	007/14430	T Th F 8:40am - 9:55am 224 Pupin Laboratories	Leyre Alejandre Biel	4.00	15/15
SPAN 2101	008/14431	T Th F 10:10am - 11:25am 412 Pupin Laboratories	Reyes Llopis-Garcia	4.00	14/15
SPAN 2101	009/14432	T Th F 11:40am - 12:55pm 412 Pupin Laboratories	Reyes Llopis-Garcia	4.00	14/15
SPAN 2101	010/14433	T Th 2:40pm - 3:55pm 424 Pupin Laboratories	Reyes Llopis-Garcia	4.00	11/15
SPAN 2101	010/14433	F 2:40pm - 3:55pm 425 Pupin Laboratories	Reyes Llopis-Garcia	4.00	11/15
SPAN 2101	011/14434	T Th F 10:10am - 11:25am 328 Uris Hall	Francisco Rosales-Varo	4.00	8/15
SPAN 2101	012/14435	T Th F 11:40am - 12:55pm 328 Uris Hall	Francisco Rosales-Varo	4.00	6/15
SPAN 2101	013/14436	T Th F 2:40pm - 3:55pm 313 Pupin Laboratories	Francisco Rosales-Varo	4.00	7/15
SPAN 2101	020/00529	T Th F 10:10am - 11:25am 307 Milbank Hall	Maria Lozano	4.00	15/15
SPAN 2101	021/00530	T Th F 11:40am - 12:55pm 207 Milbank Hall	Javier Perez Zapatero	4.00	10/15
SPAN 2101	022/00531	T Th F 1:10pm - 2:25pm 207 Milbank Hall	Javier Perez Zapatero	4.00	9/15
SPAN 2101	023/00749	T Th F 5:40pm - 6:55pm 327 Milbank Hall	Laura Hydak	4.00	5/15

Fall 2025: SPAN UN2101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2101	001/13326	M W F 8:40am - 9:55am 328 Uris Hall	Aaron Boalick	4.00	6/15
SPAN 2101	002/13327	M W F 10:10am - 11:25am 328 Uris Hall	Aaron Boalick	4.00	13/15
SPAN 2101	003/13328	M W F 11:40am - 12:55pm 328 Uris Hall	Aaron Boalick	4.00	13/15
SPAN 2101	004/13329	M W F 10:10am - 11:25am 224 Pupin Laboratories	Lee Abraham	4.00	15/15
SPAN 2101	005/13330	T Th F 8:40am - 9:55am 306 Uris Hall	Leyre Alejandre Biel	4.00	15/15

SPAN UN2102 INTERMEDIATE SPANISH II. 4.00 points.

Prerequisites: SPAN UN2101 *SPAN W1201* or a score of 450-624 in the department's Placement Examination.

Prerequisites: SPAN UN2101 or a score of 450-625 in the departments 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

Spring 2025: SPAN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102	001/14479	M W Th 11:40am - 12:55pm 327 Uris Hall	Ximena Gonzalez-Parada	4.00	12/15
SPAN 2102	002/14480	M W Th 4:10pm - 5:25pm 325 Pupin Laboratories	Ximena Gonzalez-Parada	4.00	15/15
SPAN 2102	003/14481	M W Th 2:40pm - 3:55pm 413 Hamilton Hall	Guadalupe Ruiz-Fajardo	4.00	16/15
SPAN 2102	004/14482	M W Th 4:10pm - 5:25pm 413 Hamilton Hall	Guadalupe Ruiz-Fajardo	4.00	14/15
SPAN 2102	005/14483	M W F 10:10am - 11:25am 424 Pupin Laboratories	Sara Malagon Llano	4.00	10/15
SPAN 2102	006/14484	M W F 11:40am - 12:55pm 424 Pupin Laboratories	Sara Malagon Llano	4.00	13/15
SPAN 2102	007/14485	T Th F 8:40am - 9:55am 255 International Affairs Bldg	Dolores Barbazan Capeans	4.00	11/15
SPAN 2102	008/14486	T Th F 10:10am - 11:25am 255 International Affairs Bldg	Dolores Barbazan Capeans	4.00	12/15
SPAN 2102	009/14487	T Th F 10:10am - 11:25am 425 Pupin Laboratories	Angelina Craig-Florez	4.00	13/15
SPAN 2102	010/14488	T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Angelina Craig-Florez	4.00	15/15
SPAN 2102	011/14489	T Th F 4:10pm - 5:25pm 255 International Affairs Bldg	Juan Pablo Cominguez	4.00	11/15
SPAN 2102	012/14490	T Th F 5:40pm - 6:55pm 255 International Affairs Bldg	Juan Pablo Cominguez	4.00	4/15
SPAN 2102	020/00532	M W F 8:40am - 9:55am 325 Milbank Hall	Anna Shilova	4.00	13/15
SPAN 2102	021/00533	M W F 1:10pm - 2:25pm 237 Milbank Hall	Alexandra Mendez	4.00	13/15
SPAN 2102	022/00534	M W F 2:40pm - 3:55pm 237 Milbank Hall	Alexandra Mendez	4.00	7/15
SPAN 2102	023/00535	M W F 4:10pm - 5:25pm 237 Milbank Hall	Alexandra Mendez	4.00	7/15

Fall 2025: SPAN UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2102	001/13339	M W Th 2:40pm - 3:55pm 413 Hamilton Hall	Guadalupe Ruiz-Fajardo	4.00	15/15
SPAN 2102	002/13340	M W Th 4:10pm - 5:25pm 413 Hamilton Hall	Guadalupe Ruiz-Fajardo	4.00	15/15
SPAN 2102	003/13341	M W Th 5:40pm - 6:55pm 413 Hamilton Hall	Guadalupe Ruiz-Fajardo	4.00	14/15
SPAN 2102	004/13342	M W F 10:10am - 11:25am 412 Pupin Laboratories	Ximena Gonzalez-Parada	4.00	14/15
SPAN 2102	005/13343	M W F 11:40am - 12:55pm 412 Pupin Laboratories	Ximena Gonzalez-Parada	4.00	15/15
SPAN 2102	006/13344	M W F 2:40pm - 3:55pm	Ximena	4.00	15/15

SPAN UN2103 INTERMED SPAN II - MEDICAL. 4.00 points.

Prerequisites: SPAN UN2101

Prerequisites: SPAN UN2101 or a score of 380-449 on the Department's placement examination. This is an intensive course in Spanish language communicative competence with an emphasis on oral interaction, reading, writing, and culture at an Intermediate II level with focus on health-related topics in the Spanish-speaking world. In an increasingly interconnected world, and in multilingual global cities such as New York City, the study of a foreign language is fundamental not only in the field of the humanities but also in the natural sciences. This interdisciplinary course analyzes the intersection between these two disciplines through the study of health-related topics in Iberian and Latin American cultural expressions (literature, film, documentaries, among other sources) in order to explore new critical perspectives across both domains. Students will learn health-related vocabulary and usage-based grammar in Spanish. Students will develop a cultural understanding of medicine, illness, and treatment in the Spanish-speaking world. Finally, students will be able to carry out specific collaborative tasks in Spanish with the aim of integrating language, culture, and health. * This course fulfills the last semester of the foreign language requirement. Therefore, students who have taken SPAN UN 2101 (Intermediate Spanish I), or have a score of 380-449 on the Department's placement exam, and are interested in health-related topics may proceed and enroll in SPAN UN 2103 (Intermediate Spanish II: Health-Related Topics in the Spanish-Speaking World). Pre-med and pre-health students, as well as those students majoring in the natural sciences—including biology, general chemistry, organic chemistry, biochemistry, and physics—will be given registration priority. All Columbia students must take Spanish language courses (UN 1101-3300) for a letter grade

Spring 2025: SPAN UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2103	001/14383	T Th F 2:40pm - 3:55pm 255 International Affairs Bldg	Juan Pablo Cominguez	4.00	8/15

Fall 2025: SPAN UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2103	001/13348	T Th F 2:40pm - 3:55pm 253 International Affairs Bldg	Juan Pablo Cominguez	4.00	6/15

SPAN UN2104 Intermediate Spanish II: Topics on Climate Discourse. 4.00 points.

This is an intensive course in Spanish language communicative competence with an emphasis on oral interaction, reading, writing, and culture at an Intermediate II level focused on climate discourse and environmental topics. Prerequisites: SPAN UN2101 (Intermediate Spanish I) or a score of 450-625 on the Department's placement examination. This course fulfills the last semester of the foreign language requirement. After SPAN UN2104, students can continue learning Spanish and its cultures in SPAN UN3300. This transdisciplinary course blends together Spanish language/s, Hispanic cultures, and climate in the field of the broadly defined 'Climate Humanities'. It examines how climate change is discursively framed in the media, literature, and other cultural productions in the Spanish-speaking world including the US. We will explore how it becomes reframed as it travels from the scientific sphere to the social spaces where public opinion is negotiated, and how those linguistic and textual strategies shape and are shaped by the political economy of climate debates, that is, by the specific geopolitical and social positions of the different stakeholders. The purpose of this course is, first, to explore the possibilities of a new space at the interface between language/sociolinguistics, cultural studies, and environmental discourse to raise awareness of the challenges faced when we position ourselves outside of our communities of scholarly practice. Secondly, the course aims at providing students with tools to perform a mediating role between specialized knowledge production in Spanish and the public. From a multiliteracies framework, we will offer a language and content-based course with spaces for discussion of key emerging issues related to environmental justice using a critical discourse methodology while we continue honing students' skills in Spanish through climate-related vocabulary and usage-based grammar

Spring 2025: SPAN UN2104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2104	001/14385	T Th F 10:10am - 11:25am 306 Uris Hall	Francisca Aguilo Mora	4.00	9/15

Fall 2025: SPAN UN2104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2104	001/13349	T Th F 11:40am - 12:55pm 325 Pupin Laboratories	Francisca Aguilo Mora	4.00	13/15

SPAN UN2108 SPANISH FOR HERITAGE SPEAKERS. 4.00 points.

Prerequisites: SPAN UN1108 or scoring at this level on the department's Spanish as a Heritage Language Placement test (<https://columbia-barnard.vega-labs.com>). The principal aim of SPAN UN2108 is to build upon and further develop the knowledge of Spanish that heritage learners bring to the classroom – from SPAN UN1108 and/or from family and neighborhood exposure to the language. This course cultivates intermediate-level formal speaking, listening, reading, and writing abilities. Spanish heritage language courses at Columbia/Barnard focus on the development of communicative abilities and literacy from sociolinguistic and sociocultural approaches. Throughout the semester, students will be reviewing spelling patterns, building vocabulary, acquiring and effectively using learning strategies, and strengthening composition skills in Spanish. Cultural projects and readings reinforce learners' understanding of the multiple issues related to Hispanic cultures in the United States and in other Spanish-speaking societies

Spring 2025: SPAN UN2108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2108	001/13844	T Th F 8:40am - 9:55am 602 Northwest Corner	Diana Romero	4.00	13/15
SPAN 2108	002/13845	T Th F 10:10am - 11:25am 602 Northwest Corner	Diana Romero	4.00	15/15
SPAN 2108	003/13846	T Th F 11:40am - 12:55pm 306 Uris Hall	Francisca Aguilo Mora	4.00	13/15

Fall 2025: SPAN UN2108

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2108	001/13350	T Th F 8:40am - 9:55am 425 Pupin Laboratories	Diana Romero	4.00	15/15
SPAN 2108	002/13351	T Th F 10:10am - 11:25am 425 Pupin Laboratories	Diana Romero	4.00	14/15
SPAN 2108	003/13352	T Th F 11:40am - 12:55pm 425 Pupin Laboratories	Diana Romero	4.00	15/15

SPAN UN2120 COMPREHENSIVE INTER SPANISH. 4.00 points.

Prerequisites: This course is an intensive and fast-paced coverage of both *SPAN W1201* and *SPAN W1202*. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: a score ABOVE 480 in the Department's Placement Examination; or A- or higher in *SPAN W1120*. 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.

Prerequisites: This course is an intensive and fast-paced coverage of both Spanish UN 2101-Intermediate Spanish I and Spanish UN 2102-Intermediate Spanish II. Students MUST demonstrate a strong foundation in Spanish and meet the following REQUIREMENTS: either a score ABOVE 480 on the Department's Spanish as a Second Language Placement Examination; or an A or higher in SPAN UN 1102-Elementary Spanish II; or an A- or higher in SPAN UN 1120-Comprehensive Beginning Spanish. 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 2025: SPAN UN2120

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 2120	001/13353	T Th F 2:40pm - 3:55pm 305 Uris Hall	Angelina Craig-Florez	4.00	12/15

SPAN UN3265 LATIN AMER LIT (IN TRANSLATN). 3.00 points.

Study of contemporary Latin American narrative; its origins and apotheosis. Readings include Machado de Assis, Borges, Garcia Marquez, Puig, and others

Fall 2025: SPAN UN3265

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3265	001/01000	M W 2:40pm - 3:55pm 207 Milbank Hall	Alfred Mac Adam	3.00	6/15

SPAN UN3300 ADV LANGUAGE THROUGH CONTENT. 3.00 points.

Prerequisites: SPAN UN2102 fulfillment of the language requirement.

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 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.

Spring 2025: SPAN UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/14306	M W 1:10pm - 2:25pm 327 Uris Hall	Ximena Gonzalez-Parada	3.00	14/15
SPAN 3300	002/14307	T Th 10:10am - 11:25am 224 Pupin Laboratories	Leyre Alejalde Biel	3.00	13/15
SPAN 3300	003/14309	T Th 2:40pm - 3:55pm 425 Pupin Laboratories	Angelina Craig-Florez	3.00	12/15
SPAN 3300	004/19087	T Th 10:10am - 11:25am 254 International Affairs Bldg	Elsa Ubeda	3.00	7/15
SPAN 3300	020/00536	T Th 10:10am - 11:25am 207 Milbank Hall	Javier Perez Zapatero	3.00	9/15
SPAN 3300	021/00537	M W 11:40am - 12:55pm 207 Milbank Hall	Elga Castro	3.00	18/15
SPAN 3300	022/00538	T Th 11:40am - 12:55pm 307 Milbank Hall	Maria Lozano	3.00	13/15

Fall 2025: SPAN UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3300	001/13354	M W 11:40am - 12:55pm 325 Pupin Laboratories	Juan Jimenez- Caicedo	3.00	13/15
SPAN 3300	002/13355	T Th 11:40am - 12:55pm 255 International Affairs Bldg	Dolores Barbazan Capeans	3.00	10/15
SPAN 3300	003/13356	T Th 1:10pm - 2:25pm 424 Pupin Laboratories	Francisco Rosales-Varo	3.00	6/15
SPAN 3300	004/13357	T Th 5:40pm - 6:55pm 253 International Affairs Bldg	Juan Pablo Cominguez	3.00	8/15
SPAN 3300	020/00497	M W 11:40am - 12:55pm 237 Milbank Hall	Maria Lozano	3.00	11/15
SPAN 3300	021/00488	T Th 10:10am - 11:25am 225 Milbank Hall	Elga Castro	3.00	15/15
SPAN 3300	022/00489	T Th 11:40am - 12:55pm 225 Milbank Hall	Elga Castro	3.00	16/15

SPAN UN3349 HISPANIC CULTURES I (SP). 3.00 points.

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

Prerequisites: L" course: enrollment limited to 15 students. Completion of language requirement, third-year language sequence (W3300).

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

Spring 2025: SPAN UN3349

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/00539	T Th 1:10pm - 2:25pm 203 Diana Center	Almudena Marín-Cobos	3.00	10/15
SPAN 3349	002/00540	T Th 4:10pm - 5:25pm 202 Milbank Hall	Orlando Bentancor	3.00	14/15
SPAN 3349	003/17345	M W 11:40am - 12:55pm 201 Casa Hispanica	Arnau Sala Sallent	3.00	16/15

Fall 2025: SPAN UN3349

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3349	001/00490	T Th 1:10pm - 2:25pm 223 Milbank Hall	Alex Pereira	3.00	15/15
SPAN 3349	002/00491	M W 4:10pm - 5:25pm 207 Milbank Hall	Alexandra Mendez	3.00	12/15
SPAN 3349	003/11994	M W 1:10pm - 2:25pm 206 Casa Hispanica	Patricia Grieve	3.00	12/15

SPAN UN3350 HISPANIC CULTURES II (SP). 3.00 points.

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-siecle 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

Spring 2025: SPAN UN3350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/00541	T Th 11:40am - 12:55pm 237 Milbank Hall	Ronald Briggs	3.00	17/15
SPAN 3350	002/17346	M W 1:10pm - 2:25pm 303 Hamilton Hall	Javiera Iribarren Ortiz	3.00	15/15
SPAN 3350	003/17347	T Th 2:40pm - 3:55pm 253 International Affairs Bldg	Maria Agustina Battezzati	3.00	10/15
SPAN 3350	004/17348	T Th 10:10am - 11:25am 413 Hamilton Hall	Miguel Angel Blanco Martinez	3.00	14/17

Fall 2025: SPAN UN3350

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3350	001/00492	T Th 11:40am - 12:55pm 203 Diana Center	Ronald Briggs	3.00	16/15
SPAN 3350	003/12028	T Th 10:10am - 11:25am 206 Casa Hispanica	Graciela Montaldo	3.00	17/15

SPAN BC3361 BORGES IN CONTEXT. 3.00 points.

Prerequisites: Language requirement, SPAN3300 and either SPAN3349 or 3350

This course gives students an opportunity to learn about the history of Argentine culture by studying the fifty-year long career of Jorge Luis Borges (1899-1986), the most important Latin American writer of the twentieth century. Students must read complex texts, discuss them in Spanish, and write about them in Spanish. After taking this course, a student should be able to study or work in Argentina with confidence. Heritage Spanish-speakers will be able to hone their language skills as well since the course requires a good deal of writing. Thus these students as well will be able to study, travel, and work in Argentina and not find themselves in an alien culture

Fall 2025: SPAN BC3361

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3361	001/00493	M W 10:10am - 11:25am 237 Milbank Hall	Alfred Mac Adam	3.00	5/15

SPAN BC3382 SOCIOLING ASPECTS U.S.SPANISH. 3.00 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 its millions of speakers. Through 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 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.

Fall 2025: SPAN BC3446

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3446	001/00495	T Th 2:40pm - 3:55pm 237 Milbank Hall	Ronald Briggs	3	8/15

SPAN BC3481 CONTEMP LATIN AMER SHORT FICT. 3.00 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 UN3559 Interrogating Authoritarianism in Contemporary Spain. 3.00 points.

Prerequisites: reading knowledge of Spanish Reading knowledge of Spanish is required. By conceiving authoritarianism as a historically produced—and therefore historically changing—notion, we will travel across the twentieth and twenty-first centuries to examine how phenomena associated with different forms of political domination were understood in their time and how they are understood today. Nation-building processes, class and gender conflicts, cultural politics, and the examination of past and current political and social movements will be the center of our discussion. Several questions will be raised (and hopefully answered) along this journey: How can we understand the specificity of Spanish forms of authoritarianism in the Euro-Atlantic scenario? How can we explain the reappearance of extreme right-wing populisms? How have transnational forces influenced old and new authoritarian dynamics? To address these issues, we will read essays, short stories, graphic novels, as well as theoretical texts that offer varied approaches to history, aesthetics, and politics. The works by writers Juan Marsé, Sara Mesa, Isaac Rosa, Carmen Martín Gaité, film-makers like Edgar Neville, José Luis Sáenz de Heredia, Carlos Saura or philosophers such as Benjamin, Adorno, Schmitt, Villacañas or Rodríguez Palop will be some of the materials from which to study the cultural logics of Spanish authoritarianism in a Global Age

SPAN BC3693 Disability Narratives in Latin America. 4.00 points.

This course surveys Latin American literary texts that have deeply engaged with disability in the 20th and 21st century. Against the tendency to treat disability merely as a useful metaphor or to simply import Global Northern vocabulary and methodologies of disability studies to other locations, this course turns to Latin American literary texts by authors that have been directly “touched” by disability to foreground the concerns, vocabularies, and commitments that their texts reveal. This includes authors who either through their personal experience with disability or as caretakers—as parents, siblings, or close friends of people with disabilities—have closely grappled with the experience of non-normative bodies and minds in the Latin American context. In this course we ask how are subjects with disabilities represented in a variety of genres (novel, essay, poem, graphic novel) and what constraints and possibilities circumscribe these subjectivities and their lives. Ultimately, we will ask what vision of disability justice emerges from these localized experiences and creative interventions beyond now globalized disability discourses of inclusion/access and independence/autonomy

Spring 2025: SPAN BC3693

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3693	001/00816	W 12:10pm - 2:00pm 306 Milbank Hall	Maja Horn	4.00	15/15

SPAN UN3895 Women, Creation, and Feminisms in Contemporary Spain. 3.00 points.

At the crossroads of social media, social movements, and the arts, the present course offers a comprehensive genealogy of recent cultural interventions embodying the most pressing issues for feminisms in Spain today. For this endeavor, the syllabus is organized around three thematic axes: memory, bodies, and territories. By deploying an open consideration of arts, activism, and their creators, the case-studies here introduced unfold a polyphonic nature in both content and form. In this light, problematics such as ecology, technology, love, violence, healthcare, labor, or collective trauma will be navigated through the genres of performance, essay, poetry, graphic novel, photography, documentary, music, or the videoclip. These will shape the singularities of the later socio-political cycle in the country, distinguished by the internationalist expansion of feminisms; an interconnected and intersectional approach to social justice; the emergence of a globalized and domestic far-right; and the shifting of the institutional left. Such a background will nurture a series of feminist interventions claiming radical imaginaries in the favor of the 99#

Fall 2025: SPAN UN3895

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3895	001/13790	T Th 2:40pm - 3:55pm 313 Pupin Laboratories	Miguel Angel Blanco Martinez	3.00	10/15

SPAN UN3897 Nature, Archive, and Gender in Latin American Cultures. 3.00 points.

This course proposes to make a theoretical reflection on Latin American literature, art, video, and cinema in the present. Starting from a diagnosis of the new scene, we are going to study some alternative forms. We will start with reading theoretical texts in the three proposed topics: Archive, Gender, and Nature. The study of these works will also allow us to understand the dynamics between the different media and how artists conceive their practice in the midst of contemporary conditions. We are going to explore in these works the relationships between imagining, documenting, creating communities, intervening in the social field, and discussing global issues that often, from a precise location, involve planetary issues. We will study works by Fernando Bryce, Mariana López, Cynthia Rimsky, Matías Celedón, Daniela Catrileo, Selva Almada, Verónica Gerber-Bicecci, among others. We will discuss the constellation of problems around aesthetics, mediality, exhibition, politics, materiality, and immateriality in art and literature, mimesis and institutions, artists and intellectuals

Fall 2025: SPAN UN3897

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3897	001/12983	T Th 1:10pm - 2:25pm 201 Casa Hispanica	Graciela Montaldo	3.00	12/15

SPAN BC3990 SENIOR SEMINAR. 4.00 points.

Prerequisites: SPAN UN3300SPAN UN3349SPAN UN3350

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).

This course is a requirement for all majors and is taken in the Fall semester of the Senior year; students may register for the Barnard or Columbia (3991) section. In this academic writing workshop students develop individual research projects under the guidance of the course's instructor and in dialogue with the other participants' projects. The final assignment of the senior seminar (6000 words) is the senior essay. It is written in Spanish

Fall 2025: SPAN BC3990

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
SPAN 3990	001/00496	W 4:10pm - 6:00pm 214 Milbank Hall	Wadda Rios-Font	4.00	8/15

SPAN GR6019 Early Modern Museums: Iberian Colonization, Museification, and Aesthetic Education. 4.00 points.

The Early Modern origins of the "public" museum have been studied, in the last decades, under the categories of curiosity and wonder. Revising this literature, the seminar intends to introduce the students to a wealth of primary sources, in order to find novel conceptual avenues of research. We will look at the most important illustrated catalogues that were written, painted and often printed between the 16th and 17th centuries: from Ferrante Imperato's Dell'Historia Naturale, published in Spanish Naples, in 1599 to the beautiful Manoscritti Campori, the Museum Septalianum (1664) and the Galeria (1666) of the museum opened by Mandredo Settala in Spanish Milan, from the Roman museum of Athanasius Kircher, passing through the public museums of Ulisse Aldrovandi and Ferdinando Cospi in Bologna, of Oleus Worm in Copenhagen, to the documentation about the collections of Juan de la Espina in Madrid, of Lastanosa in Huesca, the Kunstkammerns of Sweden, and that Rudolf II's in Prague, among others. While acquiring a panoramic and critical view on a major field, on its sources and studies, the seminar's participants will be guided by the following topics: 1) the tight relationship between Iberian colonization and collecting, in the selection and circulation of the art pieces and natural species that will enter the space of the museum and its catalogues 2) the intertwining between art pieces and natural species coming from afar with those produced or generated locally; 3) the different actors implicated in the museification (in space and on paper) of the objects and natural species; 4) the aesthetic education implemented by the items' public display and by their published descriptions

SPAN GR6100 RESEARCH # PROF DEVPT WORKSHOP. 2.00 points.**SPAN GR6442 The Art of Lying: Deception in Modern # Contemporary Latin American Art. 4.00 points.**

Plato banished poets from his Republic on the account of their being thrice removed from the truth. Accused of artfully and seductively lying, poets were deemed dangerous, confusing, and unfit to guarantee the stability of the polis and were consequently extricated from it. Since then, the relationship between art and truth has been a contentious one. Art is fiction and fiction, at least in common parlance, is opposed to fact, to things as they really are. This historical kinship with lying has often justified accusations of art as being a frivolous, lighthearted discipline, detached from the real. It has also, however, equipped artists with a 'license to lie'—a prerogative that they have used frequently to reclaim art's position in the realm of the real, to reinstate the poet's place in the polis. This seminar will interrogate modern and contemporary artistic practices that have an act of deception at their core—pieces that, for some people and for some time, succeed in obscuring their fictional origins and acquired truth status. We will couple case study analysis with discussion of theoretical works to explore questions such as: How do these practices structure and produce their lies? In what ways do their acts of deception posit a different understanding of the real? How do these practices dialogue with and intervene in the philosophical debates that have explored the tensions between art and truth? What does it mean to lie after the 'postmodern turn'? How do different definitions of the real affect the interpretation and effects of these works? What is the role of belief in understanding and assessing these practices? Since we will mostly study Latin American works, we will also speculate about the possibilities of identifying the peculiarities of the region's relation to deception, both inside and outside the boundaries of the art world. The course will culminate with a symposium, open to the public, at which students will present their research. Presentations will be followed by discussion, and the symposium will include the participation of an artist and a scholar whose works explore some of the issues studied over the semester

SPAN GR9811 SUPERVISED INDIVIDUAL RESEARCH. 3.00-6.00 points.

Prerequisites: graduate standing. Students register in this course while preparing their M.Phil. examinations and prospectus—usually in the fall and spring of their third year

Statistics

Department of Statistics:

Department website: <https://stat.columbia.edu/>

Office location: 1005 SSW (1255 Amsterdam Avenue);

Office contact: 212-851-2132

Director of Undergraduate Studies:

Daniel Rabinowitz, 1014 SSW (1255 Amsterdam), 212-851-2141;

dan@stat.columbia.edu (dk@stat.columbia.edu)

Director of Academic Administration:

Dood Kalicharan, 1003 SSW (1255 Amsterdam), 212-851-2130;

dk@stat.columbia.edu

The Study of Statistics

Statistics is the art and science of study design and data analysis.

Probability theory is the mathematical foundation for the study of statistical methods and for the modeling of random phenomena. The Statistics major builds on a foundation in probability and statistical theory to provide practical training in statistical methods, study design, and data analysis. The Statistics major is an appropriate background for graduate study in statistics, social science, epidemiology and public health, genetics, and economics; or for professional work in such areas as drug development, health policy, marketing, opinion polling, insurance, banking and finance, and government.

The Department offers several introductory courses.

- Students interested in learning statistical concepts, with a goal of being educated consumers of statistics, should take STAT UN1001 INTRO TO STATISTICAL REASONING. This course is designed for students who have taken a pre-calculus course, and the focus is on general principles.
- Students seeking an introduction to applied statistics should take STAT UN1101 INTRODUCTION TO STATISTICS. This course is designed for students who wish to learn to conduct statistical analyses, but do not have a background in calculus; the focus is on the implementation of statistical methods, rather than the underlying theory. It is recommended for pre-med students, and students considering the applied track of the statistics minor.
- Students seeking a more mathematically rigorous treatment of the subject should take STAT UN1201 CALC-BASED INTRO TO STATISTICS. This course is designed for students who have taken a semester of college calculus or the equivalent, and the focus is on preparation for further study in probability and statistical theory and methods. It is recommended for students considering the statistics major, or the theoretical track of the minor.
- Students seeking a one-semester calculus-based survey of probability and statistical theory 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 an abridged version of the material covered in the two-semester sequence STAT GU4203 PROBABILITY THEORY and STAT GU4204 STATISTICAL INFERENCE. While some mathematically mature students may take the 4203–4204 sequence as an introduction to the field, it is generally recommended that students prepare for it by taking STAT UN1201 CALC-BASED INTRO TO STATISTICS.

The Department offers a Major in Statistics, a Minor in Statistics, and interdisciplinary majors with Computer Science, Economics, Mathematics, and Political Science. The major consists of mathematical and computational prerequisites, an introductory course, five core courses in probability and theoretical and applied statistics, plus three electives. The training provided by the undergraduate major is comparable to a master's degree in statistics. The applied track of the minor is suitable for students preparing for academic or professional work in fields where data analysis skills are valued; it can be completed without the mathematical prerequisite required for the major. Students who are more mathematically inclined can opt for the theoretical track, and complete a minor by taking courses from the core sequence of the statistics major.

Student Advising

Statistics Major and Minor Advising:

Daniel Rabinowitz, 1014 SSW (1255 Amsterdam); 212-851-2141;
dan@stat.columbia.edu (rcn2112@columbia.edu)

Data Science Major Advising:

Computer Science: Tim Roughgarden, 410 Mudd; 212-853-8474;
tr@cs.columbia.edu (cannon@cs.columbia.edu)

Statistics: Daniel Rabinowitz, 1014 SSW; 212-851-2141;
dan@stat.columbia.edu (rcn2112@columbia.edu)

Economics - Statistics Major Advising:

Economics: Susan Elmes, 1006 IAB; 212-854-9124; se5@columbia.edu

Statistics: Daniel Rabinowitz, 1014 SSW; 212-851-2141;
dan@stat.columbia.edu (rcn2112@columbia.edu)

Mathematics - Statistics Major Advising:

Mathematics: Julien Dubedat, 601 Mathematics;
 212-854-8806; jd2653@columbia.edu

Statistics: Daniel Rabinowitz, 1014 SSW; 212-851-2141;
dan@stat.columbia.edu (rcn2112@columbia.edu)

Political Science - Statistic Major Advising:

Political Science: Andrew Gelman, 1016 SSW (1255 Amsterdam);
gelman@stat.columbia.edu

Statistics: Daniel Rabinowitz, 1014 SSW; 212-851-2141;
dan@stat.columbia.edu (rcn2112@columbia.edu)

Enrolling in Classes

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 minor courses: [STAT UN2103](#) APPLIED LINEAR REG ANALYSIS, [STAT UN2104](#) APPL CATEGORICAL DATA ANALYSIS, [STAT UN3104](#) Applied Bayesian Analysis, [STAT UN3105](#) APPLIED STATISTICAL METHODS, and [STAT UN3106](#) APPLIED MACHINE LEARNING.
- It is advisable to take [STAT UN1201](#) CALC-BASED INTRO 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 PROCESS before embarking on [STAT GU4262](#) Stochastic Processes for Finance, [STAT GU4264](#) STOCHASTIC PROCESSES-APPLICATIONS I, 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](#) STAT COMP # INTRO DATA SCIENCE, [STAT GU4241](#) STATISTICAL MACHINE LEARNING, and [STAT GU4242](#) Advanced Machine Learning should be taken in sequence.

Preparing for Graduate Study

The [BA/MA option](#) allows current Columbia undergraduate students (Columbia College, SEAS, the School of General Studies, and Barnard) the opportunity to complete both the bachelor's degree and the master's degree (BA/MA) in a shorter period of time, thus providing an option that is financially advantageous. The BA/MA in Statistics is open to students from all majors.

Coursework Taken Outside of Columbia

Coursework in fulfillment of a major or minor must be taken at Columbia University unless explicitly noted here and/or expressly permitted by the Director of Undergraduate Studies. Exceptions or substitutions permitted by the Director of Undergraduate Studies should be confirmed in writing by email to the student.

Advanced Placement

Columbia College and the School of General Studies award 3 points of credit for a score of 5 on the AP statistics exam. Students who are required to take STAT UN1101 for their major should check with their major advisor to determine whether this credit provides exemption from their requirement.

Students pursuing a major that requires STAT UN1201 should plan to take that course at Columbia, even if they scored a 5 on the AP statistics exam. AP credit cannot be used to satisfy a requirement for STAT UN1201.

Transfer Courses

When students transfer to Columbia from other institutions, their coursework at their previous institution must first be considered by their school in order to be evaluated for degree credit (e.g., to confirm that the courses will count toward the 124 points of credit that every student is required to complete for the B.A. degree). Only after that degree credit is confirmed, departments may consider whether those courses can also be used to fulfill specific degree requirements toward a major or minor.

No more than two DUS-approved STAT courses toward a Statistics major may be fulfilled with transfer credit.

Not more than one DUS-approved STAT course toward a Statistics joint major or a Statistics minor may be fulfilled with transfer credit.

Study Abroad Courses

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Undergraduate Global Engagement and taught by Columbia instructors) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus. If they are not explicitly listed by the department as fulfilling requirements in the major or minor, the DUS will need to confirm that they can be used toward requirements in the major/minor.

Classes taken abroad through other institutions and programs are treated as transfer credit to Columbia, and are subject to the same policies as other transfer courses, including limits on the number of approved STAT course that can be applied to the major/minor.

Summer Courses

Summer courses at Columbia are offered through the School of Professional Studies. Courses taken in a Summer Term may be used toward requirements for the Statistics major or minor.

More general policies about Summer coursework can be found in the Academic Regulations section of this Bulletin.

Undergraduate Research

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. Students work under the supervision of Statistics Department faculty mentors. The internship provides a summer housing allowance and a stipend. Applicants should send a brief statement of interest and a copy of their transcript to the Statistics DUS by the end of March to be considered. If summer project descriptions are posted on the Department's website, please indicate your preferred project(s) in your statement 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 coursework when asking for a project.

Department Honors

Students are considered for department honors on the basis of GPA and the comprehensiveness and difficulty of their coursework in Statistics and related disciplines. Generally, no more than 10% of graduating majors receive departmental honors in a given academic year.

Professors

Genevera Allen
David Blei (with Computer Science)
Irvin Corwin (with Mathematics)
John Cunningham
Richard R. Davis
Victor H. de la Peña
Andrew Gelman (with Political Science)
Ioannis Karatzas (with Mathematics)
Samory Kpotufe
Jingchen Liu
Shaw-Hwa Lo
Arian Maleki
Marcel Nutz (with Mathematics)
Liam Paninski (with Neuroscience)
Philip Protter
Daniel Rabinowitz
Bodhisattva Sen (Chair)
Michael Sobel
Simon Tavaré (with Biological Sciences)
Zhiliang Ying
Ming Yuan
Tian Zheng

Associate Professors

Marco Avella
Sumit Mukherjee
Cynthia Rush

Assistant Professors

Bianca Dumtrascu
Yuqi Gu
Christopher Harshaw
Anne van Delft

Term Assistant Professors

Graeme Baker
Steven Campbell
Alberto Gonzalez Sanz
Yisha Yao
Chenyang Zhong

Adjunct Faculty

Demissie Alemayehu
Regina Dolgoarshinnykh
Anthony Donoghue
Hammou El Barmi
Musa Elbulok
Xiaofu He
Ka-Yi Ng
Ha Nguyen
Cristian Pasarica
Kamiar Rahnama Rad
Ori Shental
Haiyuan Wang
Rongning Wu

Lecturers in Discipline

Banu Baydil
Casey Bradshaw
Ashley Datta
Benjamin Goodrich
Dobrin Marchev
Alex Pijyan
Joyce Robbins
Gabriel Young

Guidance for Undergraduate Students in the Department

Program Planning for all Students

Selecting a first course in Statistics:

- Students interested in learning statistical concepts, with a goal of being educated consumers of statistics, should take STAT UN1001 INTRO TO STATISTICAL REASONING. This course is designed for

students who have taken a pre-calculus course, and the focus is on general principles.

- Students seeking an introduction to applied statistics should take STAT UN1101 INTRODUCTION TO STATISTICS. This course is designed for students who wish to learn to conduct statistical analyses, but do not have a background in calculus; the focus is on the implementation of statistical methods, rather than the underlying theory. It is recommended for pre-med students, and students considering the applied track of the statistics minor.
- Students seeking a more mathematically rigorous treatment of the subject should take STAT UN1201 CALC-BASED INTRO TO STATISTICS. This course is designed for students who have taken a semester of college calculus or the equivalent, and the focus is on preparation for further study in probability and statistical theory and methods. It is recommended for students considering the statistics major, or the theoretical track of the minor.
- Students seeking a one-semester calculus-based survey of probability and statistical theory 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 an abridged version of the material covered in the two-semester sequence STAT GU4203 PROBABILITY THEORY and STAT GU4204 STATISTICAL INFERENCE. While some mathematically mature students may take the 4203–4204 sequence as an introduction to the field, it is generally recommended that students prepare for it by taking STAT UN1201 CALC-BASED INTRO TO STATISTICS.

Course Numbering Structure

The 1000-level courses (STAT UN1001, STAT UN1101 and STAT UN1201) are introductory courses. Most students will begin their study of statistics with one of these three courses.

The 2000-level courses (STAT UN2102, STAT UN2103 and STAT UN2104) are courses in computational and applied statistics, with STAT UN1101 or STAT UN1201 as a prerequisite. These are important courses in the minor program; students pursuing a statistics major will learn this material by studying the more mathematical treatment given in the 4000-level courses.

The 3000-level courses (STAT UN3104, STAT UN3105 and STAT UN3106) introduce more specialized statistical methods which build on the material introduced in STAT UN2102 and STAT UN2103. While the statistical methods covered in these courses can be quite advanced, the mathematical level remains modest. Again, these courses are part of the minor curriculum, and students completing a statistics major will learn this material elsewhere in the statistics curriculum.

STAT GU4001 is a one-semester calculus-based course in probability and statistics, intended for students who seek a mathematically rigorous course, but do not intend to major or minor in statistics (for most, this will be a terminal course).

The 4200-level courses are intended for students majoring in statistics and related disciplines.

Courses numbered 4203 through 4207 introduce fundamental material in probability theory, statistical inference, data analysis, and statistical computing; these courses comprise the core of the statistics major.

Courses numbered 4221 through 4234 cover specialized statistical data analysis techniques, and are possible electives for students in the statistics major.

Courses numbered 4241 through 4243 introduce modern tools in machine learning and data science.

Courses numbered between 4261 and 4265 cover statistical and probabilistic theory and methods in modern finance.

Undergraduate Programs of Study

Major in Statistics

The major should be planned with the director of undergraduate studies. Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count toward the major. The major requires 14 courses, as follows:

Mathematics Prerequisite (four courses)

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN2010	LINEAR ALGEBRA

Computer Science Requirement (one course). Choose one of the following

COMS W1004	PROGRAMMING IN JAVA
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI
STAT UN2102	Applied Statistical Computing

Statistical prerequisite (one course)

STAT UN1201	CALC-BASED INTRO TO STATISTICS

Core courses in probability and statistics (five courses):

STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4206	STAT COMP # INTRO DATA SCIENCE
STAT GU4207	ELEMENTARY STOCHASTIC PROCESS

Electives (three courses):

An approved selection of three advanced courses in mathematics, statistics, applied mathematics, industrial engineering and operations research, computer science, or an advanced quantitative course in a social science. At least one elective must be a Statistics Department course numbered between 4221 and 4291

- The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.
- Students preparing for graduate study in statistics are encouraged to replace two electives with MATH GU4061 INTRO MODERN ANALYSIS I and MATH GU4062 INTRO MODERN ANALYSIS II.

Major in Data Science

In response to the ever increasing importance of “big data” in scientific and policy endeavors, the last few years have seen an explosive growth in theory, methods, and applications of AI and machine learning. The Department of Computer Science and the Department of Statistics jointly offer a Data Science major that emphasizes the interface between the two disciplines.

The major requires 18 courses, as follows. (Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count toward the major.)

Notes:

The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.

Mathematical Prerequisites

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
or MATH UN1205	ACCELERATED MULTIVARIABLE CALC
MATH UN2010	LINEAR ALGEBRA

Statistics Required Courses

STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4241	STATISTICAL MACHINE LEARNING
or COMS W4771	MACHINE LEARNING

Statistics Electives

Select two of the following courses:

STAT UN3106	APPLIED MACHINE LEARNING
STAT GU4206	STAT COMP # INTRO DATA SCIENCE
STAT GU4243	APPLIED DATA SCIENCE
STAT GU4224	BAYESIAN STATISTICS
STAT GU4242	Advanced Machine Learning

Computer Science Introductory Courses

Select one of the following courses:

COMS W1004	PROGRAMMING IN JAVA
COMS W1005	INTRO-COMPUT SCI/PROG-MATLAB
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI
COMS W1007	

And select one of the following courses:

COMS W3134	Data Structures in Java
COMS W3136	ESSENTIAL DATA STRUCTURES
COMS W3137	HONORS DATA STRUCTURES # ALGOL

Computer Science Required Courses

COMS W3203	DISCRETE MATHEMATICS
CSOR W4231	ANALYSIS OF ALGORITHMS I

Computer Science Electives

Select three of the following courses:

COMS W3261	COMPUTER SCIENCE THEORY
COMS W4236	INTRO-COMPUTATIONAL COMPLEXITY
COMS W4252	INTRO-COMPUTATIONAL LEARN THRY
COMS W4111	INTRODUCTION TO DATABASES
COMS W4130	

Any COMS W47xx course EXCEPT W4771

The major in Economics-Statistics provides students with a grounding in economic theory comparable to that of the general economics major, but also exposes students to a more rigorous and extensive statistics training. This program is recommended for students with strong quantitative skills and for those contemplating graduate studies in economics.

Two advisers are assigned for the interdepartmental major, one in the Department of Economics and one in the Department of Statistics. The economics adviser can only advise on economics requirements and the statistics adviser can only advise on statistics requirements.

Students should be aware of the rules regarding the use of the Pass/D/Fail option. Courses in which a grade of D has been received do not count toward the major requirements.

The economics-statistics major requires 18 courses, as follows:

Notes:

- The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.

Economics Core Courses

Complete the Economics core courses.

Economics Electives

Select three electives at the 3000-level or above, of which no more than one may be a Barnard course.

Mathematics

Select one of the following sequences:

MATH UN1101 & MATH UN1102 & MATH UN1201 & MATH UN2010	CALCULUS I and CALCULUS II and CALCULUS III and LINEAR ALGEBRA
MATH UN1101 & MATH UN1102 & MATH UN1205 & MATH UN2010	CALCULUS I and CALCULUS II and ACCELERATED MULTIVARIABLE CALC and LINEAR ALGEBRA
MATH UN1207 & MATH UN1208	HONORS MATHEMATICS A and HONORS MATHEMATICS B

Statistics

STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS

One elective from among courses numbered STAT GU4206 through GU4266.

Computer Science

Select one of the following courses:

COMS W1004	PROGRAMMING IN JAVA
COMS W1005	INTRO-COMPUT SCI/PROG-MATLAB
COMS W1007	
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI
STAT UN2102	Applied Statistical Computing

Seminar

ECON GU4918	SEMINAR IN ECONOMETRICS

Major in Economics-Statistics

Please read *Requirements for all Economics Majors, Concentrators, and Interdepartmental Majors* in the [Economics](#) section of this Bulletin.

Major in Mathematics-Statistics

This major program is designed to prepare students 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.

The major requires 14 courses, as follows. (Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count toward the major.):

Mathematics

Select one of the following sequences:

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1201	CALCULUS III
MATH UN2010	LINEAR ALGEBRA
MATH UN2500	ANALYSIS AND OPTIMIZATION
OR	
MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN1205	ACCELERATED MULTIVARIABLE CALC
MATH UN2010	LINEAR ALGEBRA
MATH UN2500	ANALYSIS AND OPTIMIZATION
OR	
MATH UN1207	HONORS MATHEMATICS A
MATH UN1208	HONORS MATHEMATICS B
MATH UN2500	ANALYSIS AND OPTIMIZATION

Statistics required courses

STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS

And select one of the following courses:

STAT GU4207	ELEMENTARY STOCHASTIC PROCESS
STAT GU4262	Stochastic Processes for Finance
STAT GU4264	STOCHASTIC PROCESSES-APPLICTNS I
STAT GU4265	STOCHASTIC METHODS IN FINANCE

Computer Science

Select one of the following courses:

COMS W1004	PROGRAMMING IN JAVA
COMS W1005	INTRO-COMPUT SCI/PROG-MATLAB
ENGI E1006	INTRO TO COMP FOR ENG/APP SCI
COMS W1007	
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.

- Notes:
- The mathematics prerequisite can also be satisfied by taking the Honors Mathematics A and B sequence, MATH UN1207 and MATH UN1208.

- Students preparing for doctoral study in mathematics or statistics are encouraged to take MATH GU4061 INTRO MODERN ANALYSIS I and MATH GU4062 INTRO MODERN ANALYSIS II.

Major in Political Science–Statistics

The interdepartmental major of political science–statistics is designed for students who desire an understanding of political science to pursue advanced study in this field and who also wish to have at their command a broad range of sophisticated statistical tools to analyze data related to social science and public policy research.

Students should be aware of the rules regarding the use of the Pass/D/Fail option. Courses in which a grade of D has been received do not count toward the major requirements.

The political science-statistics major requires a minimum of 6 courses in political science, and 7 or 8 courses in statistics & mathematics, to be distributed as follows:

Political Science

Students must choose a primary subfield to study. Within the subfield, students must take a minimum of three courses, including the subfield's introductory course. The subfields and their corresponding introductory courses are as follows:

American Politics:

POLS UN1201	INTRO TO AMERICAN POLITICS

Comparative Politics:

POLS UN1501	INTRO TO COMPARATIVE POLITICS

International Relations:

POLS UN1601	INTERNATIONAL POLITICS

Political Theory:

POLS UN1101	POLITICAL THEORY I

Additionally, students must take a 4-point seminar in their primary subfield.

Research Methods

Students must take the following two research methods courses:

POLS GU4710	PRINC OF QUANT POL RESEARCH 1
or POLS UN3704	RESEARCH DESIGN: DATA ANALYSIS
POLS GU4712	PRINC OF QUANT POL RESEARCH 2

Statistics

Select one of the following two sequences.

Sequence recommended for students preparing for graduate study in statistics.

MATH UN1101	CALCULUS I
MATH UN1102	CALCULUS II
MATH UN2010	LINEAR ALGEBRA
STAT UN1201	CALC-BASED INTRO TO STATISTICS
STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4206	STAT COMP # INTRO DATA SCIENCE

Students taking the first track may replace the Mathematics prerequisites with both of MATH UN1207 and MATH UN1208

or

Sequence recommend for students preparing to apply statistical methods in the social sciences.

STAT UN1101	INTRODUCTION TO STATISTICS
STAT UN2102	Applied Statistical Computing
STAT UN2103	APPLIED LINEAR REG ANALYSIS

STAT UN2104	APPL CATEGORICAL DATA ANALYSIS
STAT UN3105	APPLIED STATISTICAL METHODS
STAT UN3106	APPLIED MACHINE LEARNING

Statistics elective:
Students must take an approved elective in a statistics or a quantitatively oriented course in a social science.

Minor in Statistics

The minor requires five courses, distributed as follows.

Students should select one of the following two tracks.

The requirements for the Applied track of the statistics minor are:

Introduction to statistics (one course): Choose one of the following

STAT UN1101 INTRODUION TO STATISTICS

STAT UN1201 CALC-BASED INTRO TO STATISTICS

Applied statistics core (two courses): Take both of the following

STAT UN2102 Applied Statistical Computing

STAT UN2103 APPLIED LINEAR REG ANALYSIS

Statistics electives (two courses): Choose any two of the following

STAT UN2104 APPL CATEGORICAL DATA ANALYSIS

STAT UN3104 Applied Bayesian Analysis

STAT UN3105 APPLIED STATISTICAL METHODS

STAT UN3106 APPLIED MACHINE LEARNING

The requirements for the Theoretical track are:

Introduction to Statistics (one course)

STAT UN1201 CALC-BASED INTRO TO STATISTICS

Probability and statistics core (three courses)

STAT GU4203 PROBABILITY THEORY

STAT GU4204 STATISTICAL INFERENCE

STAT GU4205 LINEAR REGRESSION MODELS

Elective (one course)

One additional STAT course numbered 4206 through 4261

For students who entered Columbia in or before the 2023-24 academic year

Concentrations are available to students who entered Columbia in or before the 2023-2024 academic year. The requirements for the Bachelor of Arts degree, and the role of the concentration in those requirements, can be found in the Academic Requirements section of the Bulletin dated the academic year when the student matriculated at Columbia and the Bulletin dated the academic year when the student was a sophomore and declared programs of study.

Concentrations are not available to students who entered Columbia in or after Fall 2024.

Concentration in Statistics

The concentration requires 6 courses in statistics, as follows.

Courses taken for a grade of Pass/D/Fail, or in which the grade of D has been received, do not count towards the concentration.

STAT UN1101 INTRODUCTION TO STATISTICS

STAT UN2102 Applied Statistical Computing

STAT UN2103 APPLIED LINEAR REG ANALYSIS

STAT UN2104 APPL CATEGORICAL DATA ANALYSIS

STAT UN3105 APPLIED STATISTICAL METHODS

STAT UN3106 APPLIED MACHINE LEARNING

(Students may replace courses nominally required for the concentration by approved Statistics Department courses.)

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 INTRO TO STATISTICAL REASONING. 3.00 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

Spring 2025: STAT UN1001					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/13986	M W 2:40pm - 3:55pm 602 Hamilton Hall	Victor de la Pena	3.00	79/86
STAT 1001	002/13987	T Th 10:10am - 11:25am 326 Uris Hall	Pratyay Datta	3.00	49/86
STAT 1001	003/13988	T Th 6:10pm - 7:25pm 428 Pupin Laboratories	Anthony Donoghue	3.00	76/86
Fall 2025: STAT UN1001					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1001	001/13671	T Th 10:10am - 11:25am 517 Hamilton Hall	Pratyay Datta	3.00	55/86
STAT 1001	002/13672	M W 6:10pm - 7:25pm 517 Hamilton Hall	Musa Elbulok	3.00	42/86
STAT 1001	003/13673	M W 8:40am - 9:55am 517 Hamilton Hall	Anthony Donoghue	3.00	47/86

STAT UN1010 Statistical Thinking For Data Science. 4.00 points.

CC/GS: Partial Fulfillment of Science Requirement

The advent of large scale data collection and the computer power to analyze the data has led to the emergence of a new discipline known as Data Science. Data Scientists in all sectors analyze data to derive business insights, find solutions to societal challenges, and predict outcomes with potentially high impact. The goal of this course is to provide the student with a rigorous understanding of the statistical thinking behind the fundamental techniques of statistical analysis used by data scientists. The student will learn how to apply these techniques to data, understand why they work and how to use the analysis results to make informed decisions. The student will gain this understanding in the classroom and through the analysis of real-world data in the lab using the programming language Python. The student will learn the fundamentals of Python and how to write and run code to apply the statistical concepts taught in the classroom

STAT UN1101 INTRODUCTION TO STATISTICS. 3.00 points.

Prerequisites: intermediate high school algebra. Designed for students in fields that emphasize quantitative methods. Graphical and numerical summaries, probability, theory of sampling distributions, linear regression, 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

Spring 2025: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/13989	T Th 10:10am - 11:25am 501 Northwest Corner	Wayne Lee	3.00	88/160
STAT 1101	002/13991	M W 6:10pm - 7:25pm 614 Schermerhorn Hall	Ha Nguyen	3.00	102/120

Fall 2025: STAT UN1101

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1101	001/13675	T Th 6:10pm - 7:25pm 614 Schermerhorn Hall	Alex Pijyan	3.00	112/125
STAT 1101	002/13676	M W 8:40am - 9:55am 301 Pupin Laboratories	Alex Pijyan	3.00	213/250

STAT UN1201 CALC-BASED INTRO TO STATISTICS. 3.00 points.

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

Spring 2025: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13992	M W 10:10am - 11:25am 717 Hamilton Hall	Hammou El Barmi	3.00	78/86
STAT 1201	002/13993	M W 10:10am - 11:25am 602 Hamilton Hall	Joyce Robbins	3.00	70/85
STAT 1201	003/13994	T Th 10:10am - 11:25am 717 Hamilton Hall	Joyce Robbins	3.00	74/86
STAT 1201	004/13995	M W 6:10pm - 7:25pm 417 International Affairs Bldg	Banu Baydil	3.00	138/180

Fall 2025: STAT UN1201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1201	001/13708	T Th 8:40am - 9:55am 402 Chandler	Chenyang Zhong	3.00	121/126
STAT 1201	002/13710	M W 6:10pm - 7:25pm 309 Havemeyer Hall	Banu Baydil	3.00	277/300
STAT 1201	003/18505	M W 8:40am - 9:55am 309 Havemeyer Hall	Banu Baydil	3.00	132/200

STAT UN1202 UNDERGRADUATE SEM/STATISTICS. 1.00 point.

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

Fall 2025: STAT UN1202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 1202	001/13712	F 1:10pm - 2:25pm 507 Hamilton Hall	Daniel Rabinowitz	1.00	13/25

STAT GU4001 INTRODUCTION TO PROBABILITY AND STATISTICS. 3.00 points.

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 tests, linear regression. This course replaces SIEO 4150

Spring 2025: STAT GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4001	001/14003	T Th 6:10pm - 7:25pm 329 Pupin Laboratories	Cristian Pasarica	3.00	77/100
STAT 4001	002/14004	M W 1:10pm - 2:25pm 517 Hamilton Hall	Sumit Mukherjee	3.00	38/86

Fall 2025: STAT GU4001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4001	001/13736	M W 6:10pm - 7:25pm 301 Uris Hall	Arian Maleki	3.00	89/200

Applied Statistics Concentration Courses

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. 3.00 points.

Corequisites: An introductory course in statistic (STAT UN1101 is recommended).
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 conditionals, modular programming, and data visualization. Students will also learn the fundamental concepts in computational complexity, and will practice writing reports based on their data analyses

Spring 2025: STAT UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2102	001/13996	T Th 4:10pm - 5:25pm 428 Pupin Laboratories	Alex Pijyan	3.00	97/120

Fall 2025: STAT UN2102

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2102	001/13728	T Th 4:10pm - 5:25pm 207 Mathematics Building	Alex Pijyan	3.00	94/160

STAT UN2103 APPLIED LINEAR REG ANALYSIS. 3.00 points.

Prerequisites: An introductory course in statistics (STAT UN1101 is recommended). Students without programming experience in R might find STAT UN2102 very helpful. Develops critical thinking and data analysis skills for regression analysis in science and policy settings. Simple and multiple linear regression, non-linear and logistic models, random-effects models. Implementation in a statistical package. Emphasis on real-world examples and on planning, proposing, implementing, and reporting

Spring 2025: STAT UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2103	001/13998	M W 6:10pm - 7:25pm 717 Hamilton Hall	Daniel Rabinowitz	3.00	53/85

Fall 2025: STAT UN2103

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2103	001/13729	M W 2:40pm - 3:55pm 602 Hamilton Hall	Casey Bradshaw	3.00	41/86

STAT UN2104 APPL CATEGORICAL DATA ANALYSIS. 3.00 points.

Prerequisites: STAT UN2103 is strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful.
Prerequisites: STAT UN2103 is strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful. This course covers statistical models amd methods for analyzing and drawing inferences for problems involving categorifical data. The goals are familiarity and understanding of a substantial and integrated body of statistical methods that are used for such problems, experience in anlyzing data using these methods, and profficiency in communicating the results of such methods, and the ability to critically evaluate the use of such methods. Topics include binomial proportions, two-way and three-way contingency tables, logistic regression, log-linear models for large multi-way contingency tables, graphical methods. The statistical package R will be used

Spring 2025: STAT UN2104

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 2104	001/13999	M W 8:40am - 9:55am 717 Hamilton Hall	Ronald Neath	3.00	45/86

STAT UN3105 APPLIED STATISTICAL METHODS. 3.00 points.

Prerequisites: At least one, and preferably both, of STAT UN2103 and UN2104 are strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful.

Prerequisites: At least one, and preferably both, of STAT UN2103 and UN2104 are strongly recommended. Students without programming experience in R might find STAT UN2102 very helpful. 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

Fall 2025: STAT UN3105

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3105	001/13733	M W 2:40pm - 3:55pm 702 Hamilton Hall	Benjamin Goodrich	3.00	43/86

STAT UN3106 APPLIED MACHINE LEARNING. 3.00 points.

Prerequisites: STAT UN2103. Students without programming experience in R might find STAT UN2102 very helpful.

Prerequisites: STAT UN2103. Students without programming experience in R might find STAT UN2102 very helpful. This course is a machine learning class from an application perspective. 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

Spring 2025: STAT UN3106

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 3106	001/14000	T Th 2:40pm - 3:55pm 602 Hamilton Hall	Wayne Lee	3.00	36/86

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.

STAT GU4203	PROBABILITY THEORY
STAT GU4204	STATISTICAL INFERENCE
STAT GU4205	LINEAR REGRESSION MODELS
STAT GU4206	STAT COMP # INTRO DATA SCIENCE
STAT GU4207	ELEMENTARY STOCHASTIC PROCESS

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. 3.00 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

Spring 2025: STAT GU4221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4221	001/14018	Sa 10:10am - 12:40pm 301 Uris Hall	Franz Rembart	3.00	14/45

Fall 2025: STAT GU4221

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4221	001/13748	T Th 2:40pm - 3:55pm 417 International Affairs Bldg	Rongning Wu	3.00	21/35

STAT GU4222 NONPARAMETRIC STATISTICS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: STAT GU4204 or the equivalent.

Prerequisites: STAT GU4204 or the equivalent. Statistical inference without parametric model assumption. Hypothesis testing using ranks, permutations, and order statistics. Nonparametric analogs of analysis of variance. Non-parametric regression, smoothing and model selection

Spring 2025: STAT GU4222

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4222	001/14019	M W 5:30pm - 6:45pm 903 School Of Social Work	Arian Maleki	3.00	1/25

STAT GU4223 MULTIVARIATE STAT INFERENCE. 3.00 points.

Prerequisites: STAT GU4205 or the equivalent.

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

STAT GU4224 BAYESIAN STATISTICS. 3.00 points.

Prerequisites: STAT GU4204 or the equivalent.

This course introduces the Bayesian paradigm for statistical inference.

Topics covered include prior and posterior distributions: conjugate priors, informative and non-informative priors; one- and two-sample problems; models for normal data, models for binary data, Bayesian linear models; Bayesian computation: MCMC algorithms, the Gibbs sampler; hierarchical models; hypothesis testing, Bayes factors, model selection; use of statistical software. Prerequisites: A course in the theory of statistical inference, such as STAT GU4204 a course in statistical modeling and data analysis, such as STAT GU4205

Spring 2025: STAT GU4224

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4224	001/14020	T Th 7:40pm - 8:55pm 301 Uris Hall	Dobrin Marchev	3.00	15/30

Fall 2025: STAT GU4224

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4224	001/13750	M W 6:10pm - 7:25pm 402 Chandler	Casey Bradshaw	3.00	24/35

STAT GU4231 SURVIVAL ANALYSIS. 3.00 points.

Prerequisites: STAT GU4205 or the equivalent.

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 2025: STAT GU4231

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4231	001/17402	F 1:10pm - 3:40pm 903 School Of Social Work	Zhiliang Ying	3.00	1/15

STAT GU4232 GENERALIZED LINEAR MODELS. 3.00 points.

CC/GS: Partial Fulfillment of Science Requirement

Prerequisites: STAT GU4205 or the equivalent.

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

STAT GU4233 Multilevel Models. 3 points.

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. 3.00 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

Spring 2025: STAT GU4234

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4234	001/14021	T Th 2:40pm - 3:55pm 312 Mathematics Building	Rongning Wu	3.00	6/25

STAT GU4241 STATISTICAL MACHINE LEARNING. 3.00 points.

Prerequisites: STAT GU4206.

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 2025: STAT GU4241

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4241	001/14024	M W 10:10am - 11:25am 140 Uris Hall	Samory Kpotufe	3.00	15/50

STAT GU4261 STATISTICAL METHODS IN FINANCE. 3.00 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

Spring 2025: STAT GU4261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4261	001/14031	Sa 10:10am - 12:40pm 309 Havemeyer Hall	Zhiliang Ying	3.00	17/25

Fall 2025: STAT GU4261

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4261	001/13758	F 10:10am - 12:40pm 203 Mathematics Building	Hammou El Barmi	3.00	25/35

STAT GU4263 STAT INF/TIME-SERIES MODELLING. 3.00 points.

Prerequisites: STAT GU4204 or the equivalent. STAT GU4205 is recommended. Modeling and inference for random processes, from natural sciences to finance and economics. ARMA, ARCH, GARCH and nonlinear models, parameter estimation, prediction and filtering. This is a core course in the MS program in mathematical finance

Fall 2025: STAT GU4263

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4263	001/14281	T Th 6:10pm - 7:25pm 301 Uris Hall	Alberto Gonzalez Sanz	3.00	1/35
STAT 4263	002/13759	Sa 10:10am - 12:40pm 301 Uris Hall	Franz Rembart	3.00	5/35

STAT GU4291 ADVANCED DATA ANALYSIS. 3.00 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

Spring 2025: STAT GU4291

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4291	001/14034	F 10:10am - 12:40pm 309 Havemeyer Hall	Gabriel Young	3.00	5/25

Fall 2025: STAT GU4291

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
STAT 4291	001/13763	F 5:10pm - 7:40pm 417 International Affairs Bldg	Demissie Alemayehu	3.00	3/35

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).

STAT GU4281	Theory of Interest
STAT GU4282	Linear Regression and Time Series Methods

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.

STAT GU4241	STATISTICAL MACHINE LEARNING
STAT GU4242	Advanced Machine Learning
STAT GU4243	APPLIED DATA SCIENCE
STAT GU4702	Exploratory Data Analysis and Visualization

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.

STAT GU4262	Stochastic Processes for Finance
STAT GU4264	STOCHASTIC PROCESSES-APPLICTNS I
STAT GU4265	STOCHASTIC METHODS IN FINANCE

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. 4.00 points.**STEM BC2223 PROGRAMMING BEHAV SCIENCES. 4.00 points.**

Theatre

Contact Us

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Director of Undergraduate Studies:

Professor Alice Reagan
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Department Administrator:

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The Study of Theatre

The undergraduate theatre major is housed in the Barnard College Department of Theatre, and is offered to all undergraduate Barnard College, Columbia College, and General Studies students (the Columbia major is designated “Drama and Theatre Arts”). The major program engages the disciplines of drama, theatre, and performance studies as a distinctive mode of intellectual and artistic inquiry. While Barnard and Columbia students fulfill the overall graduation requirements at their respective institutions (the Core at Columbia, Foundations at Barnard),

major requirements are the same for all majors, who take foundational coursework in the literary, cultural, and embodied traditions of western and non-Western performance as well as courses in the practices of acting, directing, design, dramaturgy, playwriting, and management and technical theatre. 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, solo performance, or stage and production management) that combines the practices of research and artistic creation. Barnard and Columbia students receive their degrees from their respective colleges of Columbia University.

The Barnard College Department of Theatre mounts a full season of productions in the Minor Latham Playhouse and the Glicker-Milstein Theatre, a crucible of investigation that is a credit-bearing element of the curriculum, and open to all undergraduate students for audition. A collaboration between students and professional theatre artists, the Department of Theatre productions are both a learning process and a scene of encounter, where perceptions are shaped for the attention and creative reflection of a larger public.

Barnard students may declare the major at any time; Columbia students have a major-selection period in the second year, but all students must declare the major by 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 the Theatre Department office.

All majors must submit the online Theatre Major Declaration Form, available on the Department of Theatre website (theatre.barnard.edu); Barnard majors must also submit the Barnard Major Declaration Form via Slate. Prior to declaring the major, students should make an appointment with the Department Chair or their undergraduate advisor. All majors should introduce themselves to the Theatre Administrator in 333C Milbank Hall; she will add names to the departmental listserv, and help students to keep up to date in important information about studying in the Department.

Mission

Mission: To engage imaginatively with the inheritance of the past, the questions of the present, and the possibilities of the future through embodied and intellectual inquiry into theatre and performance.

What do we value?

In the Department of Theatre, faculty, staff, and students understand drama, theatre, and performance as artistic and social practices, and as means and objects of study that model the investigation and production, the making, of a sustainable, equitable, livable future. We pursue theatre and performance within the purpose of the university: to learn, explore, and fashion disciplines of inquiry, new ways of knowing and so new structures of knowledge. Theatre is a site of public encounter, and we undertake its many forms of collaboration in order to speak with the campus and the community, to perform an imaginative, ethical engagement of possibility: of critical dialogue among the arts, humanities, and sciences; of social and climate justice; of equity and inclusion; of the manifold joys of creative work across the regenerative interdisciplines of theatre and performance.

What do we do?

In the Department of Theatre, faculty, staff, and students

practice: inquiry across a range of platforms of scholarly and artistic production that define and enlarge one another, participating in learning modes of embodiment, of spatial array, of visual and sonic design, of written expression, and of cultural interpretation across a range of forms

create: make art and make scholarship, in the understanding that theatre provides a process and a means for making oneself, and making a livable world

learn: the historical, cultural, social, political, and aesthetic contexts of drama, theatre and performance, and the contemporary practices of performance as means of seeing theatre today as an instrument of critical invention and ethical performative intervention

collaborate: with others with different skills effectively, productively, creatively, ethically, and equitably

reflect: on the process and the product of making, on the political and ideological work of aesthetics, on the interplay between creative work and equity, justice, and citizenship

Who are we?

The Department of Theatre are

faculty and staff specialized in a wide range of disciplines, professional artists and scholars who engage in critical creation across a range of platforms

students majoring in Theatre, or taking courses as non-majors, pursuing a variety of paths toward their future. Among other avenues, our students have gone on to pursue further study in MFA and PhD programs in various fields, leading to professional careers in theatre, as well as to academic careers in the humanities, theatre, and performance studies. Many find the writing, performance, and collaborative skills developed in the study and practice of theatre essential in their future work in a variety of professional settings.

Where are we?

The Department of Theatre

is in and of New York, the nation's theatrical capital, sustained by an unrivaled range of performance from Broadway to off-Broadway to off-off Broadway, and extending across the city's five boroughs

is part of the vibrant, diverse civic community of Morningside Heights and Harlem

is part of an energetic and distinguished academic community, making theatre, learning theatre, understanding the theoretical, social, cultural, ideological the work of theatre in conversation with the interrogative work of research across an academic campus

is engaged with the city, with a wide range of artists and scholars, and with our sustaining communities.

acknowledges its location in Lenapehoking, the territory of the Lenape people, as a step towards recognizing the traditional and enduring stewards of this land and disrupting the invisibility and ongoing erasure of Indigenous Peoples

Department of Theatre, Barnard College

Student Learning Outcomes

Upon completion of the major, successful students will be able to attain the following objectives:

- Critically assess the artistic ambitions and theoretical implications involved in the interpretation of historical and contemporary drama and theatrical performance,
- Create with proficiency in at least one area of creative work in the field: critical/research writing, acting, design, directing, dramaturgy, playwriting, solo performance, stage and production management

Programs of Study

Major in Theatre/Drama & Theatre Arts

Minor in Theatre/Drama & Theatre Arts

Options within the major:

Drama and Theatre Studies Student Learning Outcomes

Students successfully completing drama studies, theatre studies, and performance studies coursework, or pursuing a Senior Thesis in Research, 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 Outcomes

Students successfully completing coursework in acting or pursuing a Senior Thesis in Performance: 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 emotionality;
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 explore techniques available to aid the actor in applying these elements in a conscious way during rehearsal and performance.

Design Student Learning Outcomes

Students successfully completing coursework design or pursuing a Senior Thesis in Performance: 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 Outcomes

Students successfully completing coursework in directing or pursuing a Senior Thesis in Performance: 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 Outcomes

Students successfully completing coursework dramaturgy or pursuing a Senior Thesis in Performance: 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 Outcomes

Students successfully completing coursework in playwriting or pursuing a Senior Thesis in Performance: 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.

Stage and Production Management Student Learning Outcomes

Students successfully completing coursework in stage and production management or pursuing a Senior Thesis in Performance: Stage and Production Management should be able to attain the following objectives:

1. Read and analyze a performance text from stage and production management perspectives;
2. Communicate with and coordinate the needs of all members of the production effectively;
3. Organize and manage the rehearsal process
4. Develop and update the production budget

Student Advising

Advising Resources

For specific advising questions, we recommend you make an appointment with one of our academic advisers. All full-time faculty members in the Department of Theatre serve as advisers:

- Professor and Chair, W. B. Worthen
- Assistant Professor Yizhou Huang
- Professor of Professional Practice Alice Reagan
- Professor of Professional Practice Sandra Goldmark
- Senior Lecturer Shayoni Mitra
- Lecturer Gisela Cardenas

Students can email theatre@barnard.edu to sign up for the department list-serv.

On our student billboards outside the theatre office at 336 and 333 Milbank there are flyers and information on the major, minor, and how to get involved in the department. Please visit this page on our website for the most up-to-date forms for the major: <https://theatre.barnard.edu/major-requirements>, and here for the minor: <https://theatre.barnard.edu/minor-requirements>.

There are semesterly open house/course planning events that students can attend to learn more about the upcoming semester. These are typically held in early November for information about the Spring semester, and early April for information about the Fall semester. Join the theatre listserv to stay up to date on these and other departmental events.

Guidance for First-Year Students

Students interested in majoring in Theatre should consider taking three or four of the required classes in their first two years of study: the Critical Histories of Drama, Theatre, and Performance lectures (1 and 2), another lecture or seminar course in the field of drama, theatre, and performance “studies,” and/or a theatre praxis “studio” course.

General Rule: Attend the First Day of Class

Students are required to attend the first day of class; students who do not attend the first day who are registered for the course will be dropped. Students in acting classes who have been admitted to the course who do not attend the first class meeting will be dropped. Some courses determine enrollment on the first day of class. If the course is over-enrolled, the instructor will determine a method for deciding which students get priority, and only those students present on the first day will be considered.

For more information on enrolling in Theatre Department courses as a first-year student, please see here: <https://theatre.barnard.edu/courses-first-year-students>

Enrolling in Courses

The Barnard College Department of Theatre is open to any and all Columbia University undergraduates. While our productions require auditions, the program generally is open for enrollment, meaning interested students in or outside of the major may participate in courses as they choose.

Acting Pre-Requisites:

All students wishing to take Acting courses in the Theatre Department must first complete an Acting I class before moving on to the Acting II series. (Transfer students, please discuss transfer credit equivalencies with the Theatre Department office.)

Please see [here](#) for an up-to-date listing of our Acting course descriptions. Please note that Acting II: Acting Sondheim and Acting II: Contemporary Musical Theatre requires all interested students to submit a video singing audition as well as other information, detailed both on our website and in the course catalogue.

Finally, students majoring in theatre are required to apply for the concentration field in which they will complete a senior thesis. The application for senior thesis fields (acting, design, directing, dramaturgy, playwriting, solo performance, research) is due in January of the junior year (after 5th semester; 3 semesters remaining); students must be declared majors, and have taken formal coursework in the department in the potential field(s) of the senior thesis. Please see [here](https://theatre.barnard.edu/senior-thesis-0) for more information about the senior thesis: <https://theatre.barnard.edu/senior-thesis-0>

Preparation for Graduate Study

Students interested in PhD studies in the field of literature, theatre, or performance studies should consult Profs. W. B. Worthen, Shayoni Mitra, and/or Yizhou Huang; students interested in MFA in design should consult Prof. Sandra Goldmark; in directing should consult Prof. Alice Reagan; in acting should consult Prof. Gisela Cardenas. All faculty are generally willing to be consulted on your next steps.

Coursework Taken Outside of Barnard

Advanced Placement Credit

We do not count AP courses toward the major or the minor.

Columbia College Courses

Several lecture/seminar courses at Columbia University may be counted toward the lecture/seminar requirement in the major or minor. Majors may count up to two courses not taken in the Department of Theatre toward the major; minors may count one. A list of such courses (typically Shakespeare, drama courses offered in the English department, and so on) is developed for each semester. Columbia English (ENTA) and Barnard English (ENTH) courses are typically counted; other courses should be approved by the Theatre Department office.

Transfer Credit

When students wish to transfer credit to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If they are approved, departments can consider these courses for credit toward the major or minor.

Students are allowed to count up to 2 courses taken elsewhere toward the Theatre major, provided they are similar in duration, number of

meetings, and content to courses that fulfill the major offered in the department. Courses are evaluated by the Theatre Department office. Students must take all courses counting toward the minor at Barnard/Columbia. The THTR UN3150 and THTR UN3151 Critical Histories of Drama, Theatre, and Performance cannot be substituted for coursework elsewhere.

Study Abroad Credit

Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.

Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses taken at other institutions that can be counted toward the major or minor.

To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Theatre Department office.

Students planning to study abroad should consult with the Theatre Department office regarding coursework taken abroad. Students studying in conservatory programs in London (RADA, BADA, etc.) typically take the equivalent of 9 credits of acting (3 studio courses) and, if they take two "studies" courses, are awarded one "lecture/seminar" course for that work. They may count ONE course toward the studio requirement and ONE toward the lecture/seminar requirement.

Summer Credit

Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major/minor.

Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive major or minor credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Theatre Department office.

Senior Capstone Project

Barnard College has a long-standing commitment to preparing students in the major so that they may undertake a capstone project. All Barnard seniors are required to complete a senior project or thesis, an opportunity the Theatre/Drama & Theatre Arts major extends to all majors, whether from Barnard, Columbia College, or Columbia General Studies. The senior thesis project allows students to develop records of individual research that include theoretical engagement in the major discipline, the development of creative projects or research, and original empirical and interpretive analysis. The thesis review will be conducted by the full-time faculty of the department (Cardenas, Goldmark, Huang, Mitra, Reagan, H. Worthen, W.B. Worthen), in consultation with faculty in specific thesis fields.

Please see here for more detail on thesis options by concentration, and for information regarding the application: <https://theatre.barnard.edu/senior-thesis-0>

Departmental Honors and Prizes

Departmental Honors

Departmental honors are awarded by the department largely based on overall GPA; Columbia and Barnard set a percentage of graduating majors eligible for this award. The Department also offers several other awards, the Kenneth Janes Award (Barnard student), Austin Quigley Award (Columbia College student), the Joseph Milton Fee award in playwriting, and the Dasha Amsterdam Epstein Awards (in acting, directing, design, dramaturgy, playwriting, and research). The Janes and Quigley awards are selected by the faculty; protocols for the Fee and Epstein awards are listed on the departmental website.

Academic Prizes

Please see here for a comprehensive list of prizes, requirements, deadlines: <https://theatre.barnard.edu/prizes>

Kenneth Janes Award (Barnard student, no student self-nomination.)

Austin E. Quigley Award (Columbia student, no student self-nomination.)

a. The Dasha Amsterdam Epstein Awards in Honor of Patricia Denison

Acting: \$1000 for achievement in acting, including acting solo performance and senior thesis festival; awarded to a graduating senior based on body of work in Theatre Department productions. Nominated and selected by Theatre Department faculty. (No student self-nomination.)

Design and Production: \$1000 for achievement in design and production, awarded to a graduating senior based on body of work at Barnard/Columbia. Students may self-nominate, and must have taken a class in design in the Department of Theatre to be eligible.

Directing: \$1000 for achievement in directing, awarded to a graduating senior based on body of work at Barnard/Columbia. Students may self-nominate, and must have taken a class in directing in the Department of Theatre to be eligible.

Dramaturgy: \$1000 for achievement in dramaturgy, awarded to a graduating senior based on body of work. Students may self-nominate, and must have taken a class in dramaturgy in the Department of Theatre to be eligible.

Theory, Criticism, Research: \$1000 for the best undergraduate essay written in a Theatre department class or other class such as English/Theatre (ENTH) class, Comparative Literature/Theatre (CPLT) or English/Theatre Arts (ENTA) class that fulfills Theatre major requirements; essays written as the Theatre major Senior Thesis in Research may be considered as well. (No student self-nomination.)

Playwriting: \$1000 for achievement in playwriting, for a new play on contemporary experience. Students may self-nominate, and must have taken a class in playwriting at Barnard or Columbia to be eligible.

b. Joseph Milton Fee, Jr. Award in Playwriting.

The Prize will be in the amount of \$500, and may be awarded to two undergraduate students (\$500 each) for an original play written in English "on any aspect of the American experience." Applicants are

expected to have formally studied playwriting at Barnard or Columbia. Students may self-nominate.

Faculty:

Chair: Alice Reagan (Professor of Professional Practice)

Professor: William B. Worthen (Alice Brady Pels Professor of Theatre)

Associate Professor: Hana Worthen (primary appointment Associate Professor, Comparative Literature)

Assistant Professor: Yizhou Huang

Professor of Professional Practice, Theatre, School of the Arts: Steven Chaikelson

Professors of Professional Practice: Sandra Goldmark (also Climate School, Columbia University); Alice Reagan (Director of Undergraduate Studies)

Senior Lecturers: Shayoni Mitra

Lecturers: Gisela Cardenas

Adjunct Lecturers: Mana Allen, Daniel Baker, Andy Bragen, Autum Casey, Kyle deCamp, Crystal Finn, Sharon Fogarty, Tina Mitchell, Shannon Sindelar, David Skeist, Elena Zucker

Affiliated Faculty:

Associate Professors: Maja Horn (Spanish and Latin American Cultures, Barnard)

Senior Lecturers: Pam Cobrin (English, Barnard), Patricia Denison (English, Barnard)

Other officers of the University offering courses listed below:

Professors: Julie Stone Peters (English, Columbia), Austin Quigley (English, Columbia)

Assistant Professors: Rebecca Kastleman (English, Columbia)

Department Administrator: Kate Purdum

Technical Director: Greg Winkler

Director of Production: Michael Banta

Costume Shop Manager: Kara Feely

Senior Faculty Department Assistant: Valerie Coates

Requirements for the Major

[Download the Theatre major self-audit form](#)

A minimum of 44 credits is required to fulfill the requirements for the major. Students intending to major in Theatre should consult with the Department Chair in their sophomore year or earlier to plan a program. Twelve courses and one senior thesis (in Performance or in Research) are required as follows:

Requirements for the Major FOUR COURSES

Two lecture "studies" courses (must be taken at Barnard):

THTR UN3150	CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I
THTR UN3151	CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2

Two theatre studio "praxis" courses, each in a different discipline:

THTR UN3004	ACTING I
THTR UN3200	DIRECTING I
THTR UN3203	COLLABORATION:DIRCTNG/DESIGN
THTR UN3300	PLAYWRITING WORKSHOP
THTR UN3301	PLAYWRITING LAB
THTR UN3401	SOUND DESIGN
THTR UN3412	TECHNICAL PRODUCTION
THTR UN3413	STAGE MANAGEMENT
THTR UN3402	COSTUME DESIGN
THTR UN3403	LIGHTING DESIGN
THTR UN3404	SCENE DESIGN
THTR UN3405	PROBLEMS IN DESIGN
THTR UN3210	DRAMATURGY
THTR UN3201	DIRECTING II
THTR UN3202	ADVANCED DIRECTING

EIGHT ADDITIONAL COURSES: LECTURE/SEMINAR AND PRAXIS

Maximum 5 3-4 point courses in drama studies, theatre studies, performance studies (lecture/seminar) **OR**

Maximum 5 3-4 point courses in praxis(studio) fields: 5 studies/3 praxis; 4 studies/ 4 praxis; 3 studies/5 praxis

- praxis courses may be taken a single discipline or combination of disciplines: acting, design, directing, dramaturgy, playwriting, solo performance
- one praxis course may be taken in another department, if relevant to thesis, with prior approval of the Chair (i.e., figure drawing)
- drama studies, theatre studies, and performance studies lectures/seminars are taken in the Theatre THTR UN 3100 series; 1-2 ENTA, ENTH, CPLS, and/or Shakespeare (literature) courses are typically approved for "studies" requirement; other courses require prior approval of Chair
- at least 3 courses in the field of the senior thesis (3 acting classes for acting; solo performance and 2 acting for solo performance thesis; 3 directing classes; 3 design classes; 3 playwriting classes; 1 stage management and 2 design/technical theatre for stage and production management; dramaturgy class and either 2 research classes or 1 research and 1 playwriting for dramaturgy; 3 research classes for research thesis.

Acting, Design, Directing, Dramaturgy, Playwriting, Solo Performance, Stage and Production Management, Research

THTR UN3997 SENIOR THESIS IN PERFORMANCE (acting, design, directing, dramaturgy, playwriting, solo performance) OR THTR UN3998 SENIOR THESIS IN RESEARCH. **Students apply for thesis field in January of the junior year;** at least 3 courses in the field of the thesis, in addition to the thesis course, required at the time of graduation.

Two 1-2 credit courses (THTR UN2422 PRACTICUM SCENIC PAINT, THTR UN2423 PRACTICUM LIGHTS # SOUND, THTR UN2424 PRACTICUM WARDROBE # RUN CREW, THTR UN2426 PRACTICUM DESIGN THESIS FESTIVAL, THTR UN2427 PRACTICUM DESIGN # PRODUCTION ASSISTANT), one pre-production and one backstage; OR One 3-credit assignment as stage manager (THTR UN2425 PRACTICUM STAGE MANAGEMENT).

GRADUATE COURSES

Only under special circumstances, and with the permission of the instructor, can undergraduates take graduate classes.

Requirements for the Minor

The Minor in Theatre provides the opportunity to engage in the range of opportunities offered by the Theatre department: students who minor in Theatre take a mix of lecture and seminar courses in drama, theatre, and performance studies, as well as courses in a selected area or selected areas of performance practice (acting, design, directing, dramaturgy, stage and production management, playwriting). See here for the [Minor Audit Form](#).

Please note:

Only courses that would fulfill the major requirements can be used to fulfill minor requirements.

For Barnard students: the minor can be “declared” only in the semester that all requirements for the minor will be completed, typically in the first or second semester of the senior year.

For students in Columbia College and General Studies: please contact your advising center to declare the minor.

The minor in Theatre consists of six (6) courses; only courses that fulfill major requirements may be taken to fulfill minor requirements. Students minoring in Theatre may take one (1) relevant course from another department as part of the “elective” series, as approved by the minor advisor or the department chair.

Six courses, to include three 3- or 4-credit lecture/seminar courses, and three 3-credit studio courses, as follows:

- One (1) Theatre lecture course (THTR UN3149 PERFORMANCE IN/OF SOUTH # SOUTHEAST ASIA, THTR UN3150 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I, THTR UN3151 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2, THTR UN3154 THEATRE TRAD GLOBAL CONTEXT)
- One (1) additional lecture course from the list above or seminar course offered at the 3000 level in the Theatre department
- One (1) course offered in the Theatre department in any of the following fields: acting, design, directing, dramaturgy, playwriting.
- Three (3) additional courses as follows:

- One (1) 3000 level lecture/seminar course in drama, theatre, and performance studies offered in the Theatre department
- Two (2) studio courses, chosen from acting, design, directing, dramaturgy, or playwriting.

One (1) relevant course from another department may be included with prior approval of the department chair, including ENTA courses offered through Columbia English, or relevant courses offered in other departments.

No more than three (3) courses may be in a single format: three (3) lecture or seminar and three (3) studio courses. All three studio courses may be in a single discipline (for example, three courses in acting; two design courses and one approved course in figure drawing; three playwriting courses, including one approved course taken in Barnard English).

Columbia Core Requirements in the Theatre Major

The Global Core requirement in the Core Curriculum (for CC/GS students) can be fulfilled by the Theatre course THTR UN3154: Theatre Traditions in a Global Context.

THTR UN2005 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 UN2022 PRACTICUM PERFORMANCE SHOW 1. 3.00 points.

Course can be taken for 1-3 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. 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. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Spring 2025: THTR UN2022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2022	001/00386		Alice Reagan	3.00	9/20

Fall 2025: THTR UN2022

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2022	001/00124		Tea Alagic	3.00	9/20

THTR UN2023 PRACTICUM PERFORMANCE SHOW 2. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. 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. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Fall 2025: THTR UN2023

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2023	001/00125		Gisela Cardenas Ojeda	3.00	3/20

THTR UN2024 PRACTICUM PERFORMANCE THESIS 1. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. Students cast as actors in a Senior Thesis in Directing register for this course. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Spring 2025: THTR UN2024

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2024	001/00387	M T W Th F 7:00pm - 11:00pm 325 Milbank Hall	Michael Banta	3.00	7/20

THTR UN2025 PRACTICUM PERFORMANCE THESIS 2. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. Students cast as actors in a Senior Thesis in Directing register for this course. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Spring 2025: THTR UN2025

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2025	001/00388	M T W Th F 7:00pm - 11:00pm 207 Milbank Hall	Michael Banta	3.00	6/20

THTR UN2026 PRACTICUM PERFORMANCE THESIS 3. 3.00 points.

May be retaken for full credit. Prerequisites: Open to all Barnard and Columbia undergraduates. Permission of Department through audition required. Students cast as actors in a Senior Thesis in Directing register for this course. Auditions for each semester's stage productions held 6pm on the first Tuesday and Wednesday class days of each semester. For required details, consult "Auditions" on the Barnard Theatre Department website in advance: theatre.barnard.edu/auditions

Spring 2025: THTR UN2026

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2026	001/00389	M T W Th F 7:00pm - 11:00pm 202 Milbank Hall	Michael Banta	3.00	8/20

THTR UN2027 Practicum Performance Dramaturgy. 3 points.

Prerequisites: Student dramaturgs are selected as part of the production team; students interested in dramaturging a faculty-directed production should have taken the Dramaturgy course (THTR UN3167) and consult with the instructor. Students interested in dramaturging a senior thesis in directing should be listed by the thesis director as part of the production proposal and register for this course in the semester of the production. Students doing a senior thesis in dramaturgy do not register for this course, but register for THTR UN 3997: Senior Thesis in Performance: Dramaturgy.

THTR UN2201 ACTING ENSEMBLE DIRECTING II. 1.00 point.

Students may participate as actors in Directing II as a 1-credit course; these students will comprise the Acting Ensemble. Actors will be cast in all four student-directed scenes and will participate in the feedback process following the showings. Actors must be available for both days of the week the course meets, but are only required to attend when they are performing; they are welcome to attend additional classes that may be of interest. Actors will be graded on their in-class performances (moment-to-moment work, collaboration with on-stage partners, memorization) and ability to respond and adjust to notes. Actors who are responsible and collaborative will succeed as part of the Acting Ensemble. Grading is Pass/Fail

Spring 2025: THTR UN2201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2201	001/00390	M W 4:10pm - 6:00pm 229 Milbank Hall	Alice Reagan, Jessi Hill	1.00	5/30

THTR UN2210 Theatre Workshop. 1 point.

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 UN2422 PRACTICUM SCENIC PAINT. 1.00 point.

May be taken for 1-3 points.

May be retaken for full credit. Prerequisites: permission of Theatre Department Production Manager, Michael Banta (mbanta@barnard.edu). Training and practical props and/or scenic painting work on Departmental mainstage productions

Spring 2025: THTR UN2422

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2422	001/00391		Michael Banta	1.00	2/12

Fall 2025: THTR UN2422

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2422	001/00127		Michael Banta	1.00	3/12

THTR UN2423 PRACTICUM LIGHTS # SOUND. 1.00 point.

May be retaken for full credit. Prerequisites: permission of Theatre Department Production Manager, Michael Banta (mbanta@barnard.edu). Training and practical lighting and/or sound work on Departmental mainstage productions

Spring 2025: THTR UN2423

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2423	001/00392		Gregory Winkler	1.00	7/12

Fall 2025: THTR UN2423

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2423	001/00128		Gregory Winkler	1.00	6/12

THTR UN2424 PRACTICUM WARDROBE # RUN CREW. 1.00 point.

May be retaken for full credit. Prerequisites: permission of Theatre Department Costume Shop Manager Kara Feely (kfeely@barnard.edu). Training and practical costume construction and fitting work on Departmental mainstage productions

Spring 2025: THTR UN2424

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2424	001/00393		Kara Feely	1.00	11/12

Fall 2025: THTR UN2424

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2424	001/00129		Kara Feely	1.00	6/12

THTR UN2425 PRACTICUM STAGE MANAGEMENT. 3.00 points.

May be retaken for full credit. Prerequisites: permission of Theatre Department Production Manager, Michael Banta (mbanta@barnard.edu). Training and practical stage management work on Departmental mainstage productions

Spring 2025: THTR UN2425

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2425	001/00394		Michael Banta	3.00	7/12

Fall 2025: THTR UN2425

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2425	001/00130		Michael Banta	3.00	4/12

THTR UN2426 PRACTICUM DESIGN THESIS FESTIVAL. 3.00 points.

May be retaken for full credit. Prerequisites: permission of the Senior Thesis Festival coordinator. Training and practical work as student designer on the Senior Thesis Festival

Spring 2025: THTR UN2426

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2426	001/00395	F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	3.00	12/12

THTR UN2427 PRACTICUM DESIGN # PRODUCTION ASSISTANT. 2.00 points.

May be retaken for full credit. Prerequisites: permission of the Senior Thesis Festival coordinator. Training and practical design work assisting student designers for the Senior Thesis Festival

Spring 2025: THTR UN2427

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2427	001/00398		Michael Banta	2.00	7/12

Fall 2025: THTR UN2427

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 2427	001/00131		Michael Banta	2.00	7/12

THTR UN3004 ACTING I. 3.00 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

Prerequisite: Open to all Barnard and Columbia undergraduates. Permission of Instructor required; students admitted from Waiting List. Course develops physical, vocal, and imaginative range and skills needed to approach the text of a play: text analysis, speech exercises, non-verbal behavior, improvisation designed to enhance embodiment, movement, and projection. Gateway course to advanced courses; transfer students who have previous college-level course may be exempted with approval of Chair. May be retaken for full credit

Spring 2025: THTR UN3004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3004	001/00399	T Th 12:10pm - 2:00pm 229 Milbank Hall	Elena Zucker	3.00	15/16
THTR 3004	002/00400	T Th 9:00am - 10:50am LI200 Diana Center	David Skeist	3.00	11/16
THTR 3004	003/00401	M W 9:10am - 11:00am 229 Milbank Hall	Crystal Finn	3.00	12/16
THTR 3004	004/00402	M W 2:10pm - 4:00pm 229 Milbank Hall	Kareem Lucas	3.00	11/14

Fall 2025: THTR UN3004

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3004	001/00133	T 2:10pm - 4:00pm LI200 Diana Center	Elena Zucker	3.00	7/13
THTR 3004	002/00134	M W 12:10pm - 2:00pm 229 Milbank Hall	Kareem Lucas	3.00	12/14
THTR 3004	003/01101	M W 9:10am - 11:00am 229 Milbank Hall	Crystal Finn	3.00	7/14
THTR 3004	004/01102	T Th 12:10pm - 2:00pm 229 Milbank Hall	Elena Zucker	3.00	5/11
THTR 3004	005/00132	T Th 9:10am - 11:00am LI200 Diana Center	David Skeist	3.00	11/13

THTR UN3005 ACTING II. 3.00 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

Prerequisite: Open to all Barnard and Columbia undergraduates. Permission of Instructor required; students admitted from Waiting List. Students must have taken Acting I or equivalent to be eligible for Acting II sections. Acting II will offer several different sections, focusing on a specific range of conceptual, embodiment, and physical acting skills. Please check with the Theatre Department website for specific offerings and audition information. May be retaken for full credit. All sections of Acting II fulfill the "Arts and Humanities" Foundations requirement at Barnard College

Spring 2025: THTR UN3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3005	001/00403	M W 9:10am - 10:50am LI200 Diana Center	Tina Mitchell	3.00	10/12
THTR 3005	002/00404	M W 2:10pm - 4:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	13/16
THTR 3005	003/00406	T Th 4:10pm - 6:00pm 229 Milbank Hall	Mana Allen	3.00	12/12
THTR 3005	004/00409	T Th 2:10pm - 4:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	13/16

Fall 2025: THTR UN3005

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3005	001/00136	M W 12:10pm - 2:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	8/16
THTR 3005	002/00137	M W 2:10pm - 4:00pm LI200 Diana Center	Gisela Cardenas Ojeda	3.00	4/16
THTR 3005	003/00138	T Th 2:10pm - 4:00pm 229 Milbank Hall	Kyle deCamp	3.00	8/14
THTR 3005	004/00139	T Th 4:10pm - 6:00pm 229 Milbank Hall	Mana Allen	3.00	12/12
THTR 3005	005/00140	M W 9:10am - 11:00am LI200 Diana Center	Tina Mitchell	3.00	9/16

THTR UN3006 ADVANCED ACTING. 3.00 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

Prerequisites: Preference given to juniors and seniors; THTR UN 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 semesters 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. May be retaken for full credit.

THTR UN3007 Scene Lab. 3 points.

Provides an overview of the creative process of acting: text analysis, circumstance, establishment of place, pursuit of intention in coordination with exercises and improvisation designed to enhance concentration, imagination, resonance, movement, and projection. Rehearsal 2 hours per week outside class, participation in discussion of plays, playwrights, and performances required. Fulfills one course in Acting for Theatre/Drama Theatre Arts majors.

THTR UN3008 PERFORMING GREEK TRAGEDY ON THE MODERN STAGE. 3.00 points.

This course aims to explore performing Greek tragedy on the modern stage. It will include an introduction to original performance practices in ancient Greece (space, masking, choral performance, costume, acting techniques) and an examination of how artists from different contemporary theatrical traditions have adapted ancient texts in modern performances and new versions of the plays. The bulk of the course will be focused on the problems of acting, interpreting, and reinterpreting parts of three plays on the stage, Sophocles' *Antigone*, Euripides' *Medea*, and Sophocles' *Ajax* along with a new version by Ellen McLaughlin, who teaches playwriting at Barnard, *Ajax in Iraq*. Students will view all or parts of particularly interesting recent productions from various theatrical traditions, which will help them to tackle challenging issues such as choral performance and choral rhythms, masking, character work, dialogues and presenting formal political debates. For contemporary actors training in Greek tragedy offers a unique opportunity to improve their performance on stage through ensemble work and representing character through speech. It enhances dramaturgical capacities that a contemporary theater practitioner must exercise in exploring theory in practice and vice versa. This class is directed to students particularly interested in dramaturgy, directing, designing, translation, and Greek tragedy as well as acting

Spring 2025: THTR UN3008

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3008	001/00410	M W 12:10pm - 2:00pm LI200 Diana Center	Helene Foley, Gisela Cardenas Ojeda	3.00	8/16

THTR UN3127 ZORA NEALE HURSTON # BLACK PERFORMANCE. 4.00 points.

This course begins with focused attention on select plays of Zora Neale Hurston and her critical writing on performance, then takes ZNH's aesthetics, politics, and provocations as a lens to study Black performance, broadly defined. We will consider the contexts in which Hurston pursued a career as playwright and theatremaker, and the influences that found their way into her plays including spiritual narratives and voodoo. We will turn our attention to key writers of the Harlem Renaissance to learn where ZNH first made her mark, and the milieu to which she ultimately turned her back. Each week's reading/viewing will include primary sources (ZNH's plays and dramaturgical statements) as well as scholarly criticism of those works or genre. The final weeks of the course will take up Black performance in the realms of dance and song from the early 20th century, and finish with more recent plays and visual art. In addition to short weekly response papers, students will complete a long-form research paper that may, if they choose, include a creative element

Fall 2025: THTR UN3127

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3127	001/00141	Th 2:10pm - 4:00pm LI105 Diana Center	Alice Reagan	4.00	8/12

THTR UN3140 PERFORMING WOMEN. 4.00 points.

Prerequisites: Enrollment limited to 16 students.

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. Course fulfills lecture/seminar "studies" requirement for Theatre/Drama and Theatre Arts major

Fall 2025: THTR UN3140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3140	001/00142	W 12:10pm - 2:00pm LI105 Diana Center	Shayoni Mitra	4.00	11/12

THTR UN3141 Socialism/Communism in Performance. 4 points.

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/theatre studies/performance studies for Theatre/Drama and Theatre Arts major.

THTR UN3142 BERTOLT BRECHT: MAKING OF THTR. 4.00 points.

Prerequisites: Enrollment limited to 16; permission of instructor given at first class meeting. Course is conducted in English and readings are in English; German majors and German-speaking students may do readings and papers in German. This class provides a comprehensive overview of the drama, theatre, and theory of Bertolt Brecht, the most influential European playwright and theorist of the twentieth century, in the context of their original historical contexts and subsequent legacies. Course fulfills lecture/seminar "studies" requirement for Theatre/Drama and Theatre Arts major

THTR UN3144 Ecologies of Transmedia Performance. 4.00 points.

Exploring transmedia performance as both a medial interaction in the physical space of theatre and a multiplatform environment expanding and extending beyond it, Ecologies of Transmedia Performance engages the NYPL for the Performing Arts archive to create an environmentally and socially self-aware, virtual transmedia performance/experience. To strengthen academic and digital competencies, the course consists of a seminar (meets on Tuesday) and a lab (meets on Wednesday), integrating several activities: experiencing and studying transmedia performances; conceptualizing transmediality; conducting archival research into transmedia theatre; and designing a transmedia performance (the digital tools we will work with include Google Sites, Google Scripts, and Google Cloud AI). Course enrollment is limited to 12; permission of instructor given after first class meeting. Fulfills one of the two required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major

THTR UN3145 AFRICAN AMERICAN WOMEN PLAYWRIGHTS. 4.00 points.

African American women have been writing plays at least since the Harlem Renaissance and the American Little Theatre Movement (1910s-1920s). Initially many of their plays portrayed the plight of poor Black women either in the American South or in New York City's Harlem, in each case showing a struggle for dignity in the midst of an unfair, dismissive, racist situation in which lynchings of Black men were a common enough occurrence and citizen rights were doubly denied these (generally educated) writers—both as Blacks and as women. Even plays depicting middle-class Black families or working women showed how just holding one's head up and keeping food on the table (much less seeking fulfillment or advancement) was exhausting and often demeaning. Plays written with Black audiences in mind often sought to provide "uplift" and encouragement. Those anticipating white or mixed audiences frequently wanted to show Blacks as equal to whites in intellect, cleanliness, childrearing, honor, patriotism, and citizenship. Over the course of a century, Black playwrights have addressed racism, African American history, urban blight, a changing workplace, and Black American womanhood in a variety of styles ranging from so-called kitchen sink realism to comedy, fantasy, and abstraction. The readings in the course do not exhaust the possibilities for study but they will get you attuned to a rich trove of varied, important writing. In this seminar, students will read and discuss several plays/meetings, make both formal and informal class presentations, and write a final essay. Course fulfills lecture/seminar in drama studies, theatre studies, performance studies requirement for Theatre major

THTR UN3146 American Drama in the 1990s. 4 points.

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 dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major.

THTR UN3149 PERFORMANCE IN/OF SOUTH # SOUTHEAST ASIA. 3.00 points.

This course actively interrogates the region of Southeast Asia as it is mobilized in performance. It will investigate performance as a theoretical lens, artistic medium, and everyday practice across Southeast Asia. Research and writing will draw upon theatre, dance, performance art, and ritual, focusing on the construction of national and personal identity through performance. The course examines themes of gender, sexuality, imperialism, and globalization. Through discussion, viewing, and weekly writing assignments, students hone their critical thinking skills and learn to formulate research questions and arguments that will culminate in one critical essay and two in-class exams. Course may fill either the Global Theatre requirement, or one (of two) required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major, but not both

THTR UN3150 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE I. 4.00 points.

This course undertakes a dialectical approach to reading and thinking about the history of dramatic theatre, interrogating the ways writing inflects, and is inflected by, the material dynamics of performance. Course undertakes careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative performance in "classical" theatres globally; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, the politics of intercultural performance, 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) lecture requirements for Theatre/Drama and Theatre Arts majors

Fall 2025: THTR UN3150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3150	001/00143	M W 10:10am - 11:25am 324 Milbank Hall	William Worthen	4.00	32/39

THTR UN3151 CRITICAL HISTORIES OF DRAMA, THEATRE, AND PERFORMANCE 2. 4.00 points.

This course undertakes a dialectical approach to reading and thinking about the history of dramatic theatre, interrogating the ways writing inflects, and is inflected by, the material dynamics of performance in the modern era. Course undertakes careful study of the practices of performance, and of the sociocultural, economic, political, and aesthetic conditions animating representative performances in theatres globally; course will also emphasize development of important critical concepts for the analysis of drama, theatre, and performance. Topics include the sociology of theatre, the impact of print on conceptions of performance, representing gender and race, the politics of intercultural performance, and the dynamics of emerging forms and critical practices of performance analysis. Writing: 2-3 papers; Reading: 1-2 plays, critical and historical reading per week; final examination. Fulfills one (of two) lecture requirements for Theatre/Drama and Theatre Arts majors

Spring 2025: THTR UN3151

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3151	001/00411	M W 10:10am - 11:25am 203 Diana Center	Yizhou Huang	4.00	34/40

THTR UN3154 THEATRE TRAD GLOBAL CONTEXT. 4.00 points.

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. Course fulfills lecture/seminar "studies" requirement for Theatre/Drama and Theatre Arts major

Fall 2025: THTR UN3154

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3154	001/00031	T Th 12:10pm - 1:25pm LI200 Diana Center	Shayoni Mitra	4.00	60/60

THTR UN3155 TRADITIONAL INDIAN PERFORMANCE. 4.00 points.

Course provides a perspective on traditional forms of Indian performance from classical theory to contemporary traditional practices. Course covers Sanskrit drama, Kathakali, Ramlila, and Chhau; extensive video of performances and guest practitioners. Course fulfills lecture/seminar "studies" course requirement for Theatre/Drama and Theatre Arts major

THTR UN3156 MODERN ASIAN PERFORMANCE. 4.00 points.

This course studies contemporary Asian performance with a focus on modernity, covering most nations on the Asian continent. We will examine a variety of performance, ranging from dance to revolutionary theatre, from postdramatic staging to translated as well as made-in-Asia musicals. Theoretical questions under discussion include modernity, national/ethnic/gender identity, art and ideology, the Sinophone, global Asias, among others. Fulfills lecture/seminar requirement in Theatre/Drama and Theatre Arts major and minor programs

THTR UN3157 POSTCOLONIAL DRAMA:THE CANON # ITS OTHER. 4.00 points.

This class is a close reading of postcolonial plays, both as they form a recognizable canon, and as counters to it. Through a grounding in postcolonial theory, students will explore how the colonial encounter leaves a lasting impact on language and performance. How do these playwrights tackle questions of authenticity, influence, inspiration and agency? What stories do they adapt, translate or reimagine? Also, we read in equal measure male and female playwrights, attending to the ways in which power and authority are negotiated by them. This class looks both at plays that are seminal to postcolonial writing and also newer ones that unsettle the position of the greats. Do we then understand postcolonialism as a historically bound literary trend or an ongoing process of exploration? Fundamentally we ask, in our efforts to decolonize the theatre, how do we find new ways of reading? Course fulfills lecture/seminar in drama studies, theatre studies, performance studies requirement for Theatre major

Spring 2025: THTR UN3157

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3157	001/00412	W 12:10pm - 2:00pm 111 Milstein Center	Shayoni Mitra	4.00	10/16

THTR UN3160 Queer Performance. 4 points.

This course surveys key theoretical and historical writings in the field of Queer Performance, both within and without Theatre and Performance Studies, as well as significant dramatic and performance works in the field. Beginning with an introduction to queer theory and questions surrounding gender and sexuality in performance, the course then moves into contemporary theories to examine works that use embodiment to question constructions of gender and sexuality onstage. Performances are regarded as provocations: what constitutes queer performance? Is sexuality all we mean by queer? What are the historical, aesthetic, and political aspects of queer performance? We will also pursue questions of practice and production: Where is queer performance staged and how is it received? How is it produced, for whom, by whom, and with what funding? Is queer performance inherently or even necessarily radical? The course explores crosscultural performances, as well as performances spanning from theatrical stages to ritual to everyday performance. Course may fill either the Theory requirement, or one (of two) required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major, but not both.

THTR UN3165 THEORIES OF PERFORMANCE STUDIES. 4.00 points.

Prerequisites: Enrollment limited to 16 students.

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 may fill either the Theory requirement, or one (of two) required courses in dramatic literature/theatre studies/performance studies for Theatre/Drama and Theatre Arts major, but not both

Spring 2025: THTR UN3165

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3165	001/00413	T 12:10pm - 2:00pm 214 Milbank Hall	Shayoni Mitra	4.00	10/16

THTR UN3166 Drama, Theatre, and Theory. 4 points.

Intensive immersion in fundamental principles and practices of world drama, theatre, and performance, past and present. Close readings of performances, plays, video, film, and digital media. Assignments include presentations, performance projects, and critical writing. Fulfills one course in Drama, Theatre, and Theory requirement for Theatre/Drama and Theatre Arts majors.

THTR UN3200 DIRECTING I. 3.00 points.

Prerequisites: Permission of instructor given at first class meeting.

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

Spring 2025: THTR UN3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3200	001/00414	T Th 12:10pm - 2:00pm LI200 Diana Center	Alice Reagan	3.00	18/20

Fall 2025: THTR UN3200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3200	001/00144	T Th 10:10am - 12:00pm 229 Milbank Hall	Will Davis	3.00	8/14

THTR UN3201 DIRECTING II. 4.00 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.

Prerequisites: Students required to have taken THTR UN3200 Directing I or THTR UN3203 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

Spring 2025: THTR UN3201

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3201	001/00415	M W 4:10pm - 6:00pm 229 Milbank Hall	Jessi Hill	4.00	13/16

THTR UN3202 ADVANCED DIRECTING. 4.00 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.

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

Fall 2025: THTR UN3202

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3202	001/00145	F 10:10am - 1:00pm LI200 Diana Center	Alice Reagan	4.00	10/12

THTR UN3203 COLLABORATION:DIRECTNG/DESIGN. 3.00 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

THTR UN3210 DRAMATURGY. 4.00 points.

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 as a "studio" or "praxis" course toward the Theatre/Drama and Theatre Arts major. Does not fulfill a "seminar or lecture" requirement. Required for students undertaking a senior thesis in directing prior to the thesis year

Fall 2025: THTR UN3210

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3210	001/00146	T 12:10pm - 2:00pm LI105 Diana Center	Shannon Sindelar	4.00	8/12

THTR UN3211 Performance Lab. 4 points.

Prerequisites: Enrollment limited to 12 students. Course typically involves visiting critics/scholars/artists in developing experimental theatrical work.

THTR UN3300 PLAYWRITING WORKSHOP. 3.00 points.

Prerequisites: Permission of the instructor given at first class meeting.
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

Fall 2025: THTR UN3300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3300	001/00147	M 4:10pm - 6:00pm LI105 Diana Center	Andrew Bragen	3.00	8/12

THTR UN3301 PLAYWRITING LAB. 3.00 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

Spring 2025: THTR UN3301

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3301	001/00416	M 4:10pm - 6:00pm LI105 Diana Center	Andrew Bragen	3.00	12/12

THTR UN3303 UNUSUAL STORIES: CLUBBED THUMB PLAYWRITING. 3.00 points.

Clubbed Thumb commissions, develops and produces funny, strange and provocative new plays by living American writers. Clubbed Thumb's plays vary in style and content, but are always 90 minutes or under. They feature substantial and challenging roles for all genders, are questioning, formally inventive, theatrical, and exhibit a sense of humor. Since its founding in 1996, the company has presented over 100 productions, and has been awarded 5 Obies, including the Ross Wetzsteon award for sustained excellence. This playwriting course will use Clubbed Thumb's work and aesthetic as a launching point. The students will see all three of the plays in the 2023 Summerworks Festival, and will read several published scripts from previous Clubbed Thumb festivals. We will look at the stylistic and aesthetic choices of these plays, and students will engage in a series of writing assignment inspired by Clubbed Thumb's work, culminating in a "Clubbed Thumb bakeoff" (a longer play written in a short period of time). The students will have the opportunity to engage with Clubbed Thumb artists, including the artistic leadership of Clubbed Thumb: Maria Striar and Michael Bulger

THTR UN3401 SOUND DESIGN. 3.00 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.

Fall 2025: THTR UN3401

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3401	001/00148	M 1:10pm - 4:00pm LI105 Diana Center	Daniel Baker	3.00	4/12

THTR UN3402 COSTUME DESIGN. 3.00 points.

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. Application Instructions for full semester fall and spring courses: E-mail the instructor with the title of the course in the subject line. In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will admit them as spaces become available. For summer courses: Application not required. Register directly for the course

Spring 2025: THTR UN3402

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3402	001/00417	F 11:00am - 1:50pm 230 Milbank Hall	Soule Golden	3.00	12/12

THTR UN3403 LIGHTING DESIGN. 3.00 points.

Prerequisites: Enrollment limited to 12 students. 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. Application Instructions: E-mail the instructor (acasey@barnard.edu) with the title of the course in the subject line. In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will admit them as spaces become available

Spring 2025: THTR UN3403

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3403	001/00418	T 9:35am - 11:50am 229 Milbank Hall	Autum Casey	3.00	11/12

THTR UN3404 SCENE DESIGN. 3.00 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

Fall 2025: THTR UN3404

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3404	001/00149	Th 2:00pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	3.00	6/12

THTR UN3405 PROBLEMS IN DESIGN. 3.00 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 through objects, materials, theatrical and non-theatrical environments. Students examine these design elements as both individual and interrelated components within a performance. Fulfills one course in Design requirement for Theatre/Drama and Theatre Arts majors. Fulfills one of three courses in performance fields for Theatre/Drama and Theatre Arts majors: design

Fall 2025: THTR UN3405

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3405	001/00150	F 11:00am - 1:50pm 229 Milbank Hall	Kara Feely	3.00	9/12

THTR UN3406 Media & Production Design. 3 points.

Uses analysis and design to explore how media and projections can be used to construct narrative in theatre and support non-narrative forms of performance. Digital and analog media are explored for their potentials and limitations. Students learn how the media is produced and transmitted will be discussed as part of creating a video design. Students will produce projection projects using different kinds of media during the course requiring work outside of class time. Fulfills one of three courses in performance fields for Theatre/Drama and Theatre Arts majors: design.

THTR UN3413 STAGE MANAGEMENT. 3.00 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 UN3997 SENIOR THESIS IN PERFORMANCE. 4.00 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.
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 register for this course to pursue approved theses in acting, design, directing, dramaturgy, solo performance, or stage and production management. Students will act in, direct, design, stage manage 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

Spring 2025: THTR UN3997					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3997	001/00419	M 11:00am - 12:50pm 229 Milbank Hall	Crystal Finn	4.00	2/20
THTR 3997	002/00420	F 2:10pm - 5:00pm 230 Milbank Hall	Sandra Goldmark	4.00	1/20
THTR 3997	003/00421	F 2:10pm - 5:00pm 230 Milbank Hall	Michael Banta	4.00	1/20
THTR 3997	004/00422	F 2:10pm - 5:00pm 230 Milbank Hall	Shannon Sindelar	4.00	3/20
THTR 3997	005/00423	M 2:10pm - 4:00pm LI105 Diana Center	Andrew Bragen	4.00	7/20
THTR 3997	006/00424	T Th 2:10pm - 4:00pm 229 Milbank Hall	Kyle deCamp	4.00	5/20
THTR 3997	007/00425	F 2:10pm - 5:00pm 230 Milbank Hall	Alice Reagan	4.00	1/20
Fall 2025: THTR UN3997					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3997	001/00151	M 11:00am - 12:50pm LI105 Diana Center	Crystal Finn	4.00	4/10
THTR 3997	002/00152	F 2:10pm - 5:10pm 230 Milbank Hall	Sandra Goldmark	4.00	2/10
THTR 3997	003/00153	F 2:10pm - 5:00pm 230 Milbank Hall	Michael Banta	4.00	0/10

THTR UN3998 SENIOR THESIS IN RESEARCH. 4.00 points.
Prerequisites: Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances. Permission of the instructor required.
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

Spring 2025: THTR UN3998					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3998	001/00426		William Worthen	4.00	0/20
Fall 2025: THTR UN3998					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3998	001/00154		William Worthen	4.00	0/3

ENTA GU4625 SHAKESPEARE PERFORMANCE STUDIES. 4.00 points.
This course will work across three general approaches to Shakespearean drama and performance. First, we'll consider the historical forms of performance that have used Shakespearean drama as the material for theatrical endeavor. Second, we'll consider theoretical paradigms for performance that resituate an understanding that privileges either the "theatrical" or the "literary" identity of Shakespeare's plays. And, finally, we'll consider how we might consider the plays as themselves theoretical instruments for thinking about performance. Throughout the semester we will consider stage, film, and online productions, and the ways they articulate a sense of both "Shakespeare" and "performance." This course is a seminar, and while there is no formal prerequisite, students who have had a previous Shakespeare course will find the reading more manageable: we will rarely be doing the kind of "overview" of a play, but will be incisively considering specific elements of performance. Application Instructions: E-mail the instructor wworthen@barnard.edu with the title of the course in the subject line. In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list, from which the instructor will admit them as spaces become available

THTR UN3999 INDEPENDENT STUDY. 1.00-4.00 points.
Prerequisites: Permission of the instructor and the chair required.
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

Spring 2025: THTR UN3999					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3999	001/00926		William Worthen	1.00-4.00	0/1
Fall 2025: THTR UN3999					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
THTR 3999	001/01219		William Worthen	1.00-4.00	1/5

Department Assistant: Valerie Coates | vcoates@barnard.edu

The Field of Urban Studies

The Barnard–Columbia Urban Studies program enables students to explore and understand the dynamics of cities and urbanization. Students engage the city as an amalgam of social, spatial, historical, cultural, and environmental phenomena. Students study the evolution of urban forms and social structures, which create opportunities and constraints for the exercise of human agency. They examine the city in different historical and comparative contexts, as well as in the human imagination.

Majors build an intellectual foundation that combines broad, interdisciplinary coursework and in-depth focus on a particular sub-field. The core courses expose students to the diversity of urban studies as a field, while the methods and Junior Seminar requirements introduce them to the challenge of doing original research. This prepares them for their independent senior thesis project, undertaken over the entirety of their final 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:

- Describe and explain urban phenomena and relations from multiple theoretical and methodological perspectives.
- Identify and analyze diverse urban issues and problems, including their complex causes and the systems that frame their potential resolution.
- Evaluate approaches to collecting and analyzing diverse empirical data about cities.
- Design and conduct research on a particular urban issue or problem, including developing and defending a research question, conducting original research, considering its risks to subjects, analyzing data using recognized techniques, and interpreting results.
- Develop an extensive, clear, and carefully argued piece of writing.

Student Advising

Advising Resources

- Prospective Columbia College majors should consult with **Amy Chazkel**, Bernard Hirschhorn Associate Professor of Urban Studies
- Prospective General Studies majors should consult with **Aaron Passell**, Director of Urban Studies.
- Please send email to urbanstudies@barnard.edu to subscribe to the Urban Studies listserv.
- Urban Studies hosts Program Planning meetings in the Fall and Spring semesters and an Open House for prospective and current majors. Scheduling information for these events is disseminated via the listserv.

Guidance for First-Year Students

URBS UN1515 INTRODUCTION TO URBAN STUDIES is recommended for first-year students who are considering or would like to explore a major in Urban Studies.

Coursework taken outside of Barnard

Advanced Placement Credit

- Urban Studies does not offer course exemptions for Advanced Placement or other exam scores.

Columbia College Courses

- Courses may be taken at Columbia College or Barnard College to fulfill major requirements.

Transfer Credit

- When students transfer to Barnard from other institutions, their coursework is first evaluated for college elective credit by the Registrar's Office. If approved, departments can consider these courses for credit toward the major or minor.
- There is no fixed maximum number of credits that transfer students may apply to the Urban Studies major, as long as the majority of major requirements are fulfilled at Barnard/Columbia. Students should present course descriptions, syllabi, and proposals to count transfer credits toward major requirements to the Director for approval.

Study Abroad Credit

- Classes taken abroad through Columbia-led programs (i.e., those administered by Columbia's Center for Global Engagement) are treated as Columbia courses, equivalent to those taken on the Morningside Heights campus.
- Classes taken abroad through other institutions or programs are treated as transfer credit and are subject to the same policies as other transfer courses. Accordingly, there will be a limit on the number of study abroad courses that can be counted toward the major or minor.
- To receive credit toward the major or minor for a study abroad course (whether taken through a Columbia program or another institution/program), students must submit a Study Abroad Approval form through Slate and obtain the approval of the Chair or departmental representative.
- Urban Studies majors can generally count two to three courses taken in a recognized abroad program toward major requirements. Students should present course descriptions, syllabi, and proposals to count abroad credits toward major requirements to the Director for approval before going abroad.

Summer Credit

- Summer courses at Barnard are equivalent to those taken during the academic year. Courses that have been approved for the fulfillment of departmental requirements will automatically count toward the major.
- Courses taken at other institutions (including Columbia) are considered transfer credit and are subject to the same policies governing other transfer courses. To receive credit for a summer course taken at another institution, students must submit a Summer Course form through Slate and have it approved by both the Registrar's Office and the Chair or department representative.

- Urban Studies students should present course descriptions, syllabi, and proposals to count summer credits toward major requirements to the Director for approval, preferably before taking summer courses.

Senior Capstone Project

The Senior Capstone Project

- All Urban Studies majors are required to complete a senior thesis. Most do so within the year-long course URBS UN3992 URBAN STUDIES SENIOR SEMINAR and URBS UN3993 URBAN STUDIES SENIOR SEMINAR.
- Those graduating off-cycle (and other in specific circumstances) may complete the thesis requirement using two advanced seminars, usually in their area of specialization (in place of the Senior Seminar), and submit two expanded essays (20-25 pages) from those courses (in place of the thesis).

Program Director

Aaron Passell (Senior Lecturer, Urban Studies)

Professors

Gergely Baics (History and Urban Studies)

Associate Professors

Amy Chazkel, Hirschhorn Chair in Urban Studies, Columbia University History Department

Assistant Professors

Amelia Simone Herbert (Education and Urban Studies)
Maricarmen Hernández (Sociology and Urban Studies)
Angela Simms (Sociology and Urban Studies)
Nick R. Smith (Architecture and Urban Studies)

Term Assistant Professors

Noah Allison (Urban Studies)
Adreina Torres Angarita (Urban Studies)

Lecturers

Leah Meisterlin (Urban Geography)

Christian Siener (Urban Geography)

Advisory Committee

Thea Abu El-Haj, Professor, Education Program Director/Chair
Elizabeth S. Blackmar, Professor of History (Columbia)
Merlin Chowkwanyun, Assistant Professor of Sociomedical Sciences (Columbia)
Karen Fairbanks, Ann Whitney Olin Professor of Professional Practice in Architecture
Catherine Fennell, Assistant Professor of Anthropology (Columbia)
Ester R. Fuchs, Professor of Public Affairs and Political Science (Columbia)
Kenneth T. Jackson, Professor of History (Columbia)
Brian Larkin, Professor of Anthropology
Eduardo Moncada, Associate Professor of Political Science
Maria Rivera Maulucci, Professor of Education
Jose C. Moya, Professor of History
Randall Reback, Professor of Economics

Samuel K. Roberts, Associate Professor of History and Sociomedical Sciences

Martin Stute, Professor of Environmental Science

David Weiman, Professor of Economics

Weiping Wu, Professor of Urban Planning and Director of Urban Planning Program (Columbia)

Major in Urban Studies

This curriculum is mandatory for majors who will graduate in 2028. Majors graduating in 2027 may choose either this curriculum or the old curriculum, found here. A minimum of 39 credits is required to complete the Urban Studies major. There are 12 required courses in the Urban Studies major.

Introduction to Urban Studies (1 course)

URBS UN1515 INTRODUCTION TO URBAN STUDIES

Breadth Courses (4 courses)

One urban-focused course in each area; social, spatial, historical, ecological, cultural. Four courses, with one course fulfilling two areas (or five courses otherwise).

Depth Cluster (3 courses)

Three courses in an area that you propose; two must be urban-focused. Proposal for courses in consultation with the major advisor submitted by end of junior year. Depth courses may not double-count with Breadth courses. The Urban Studies Program envisions the development of the Depth Cluster Proposal as a conversation between major and advisor, not as a submission to be approved or denied.

Research Methods (1 course)

One course that explores research practices (example: URBS UN2200 INTRODUCTION TO GIS METHODS; URBS UN3308 INTRO TO URBAN ETHNOGRAPHIES). Taken in Sophomore or Junior year.

Junior Seminar (1 course)

One course to build research skills. Taken in Junior year.

URBS UN3545 JUNIOR SEMINAR IN URBAN STUDIES Multiple sections of this course are taught each semester by various faculty on different topics. For more information, please consult the [program website](#) or the Director.

Senior Seminar (2 courses)

Two semesters to design and execute a research project. Year-long course taken in Senior Year.

URBS UN3992 URBAN STUDIES SENIOR SEMINAR URBS UN3993 URBAN STUDIES SENIOR SEMINAR

Students who, for some reason, will not be able to complete the Fall-Spring Senior Seminar sequence should consult with the Director about alternatives.

Other Important Information

A list of courses that fulfill the Breadth Courses requirement can be found [here](#).

Appropriate substitutions may be made for courses listed above with the approval of the Program Director.

Minor and Concentration

There is no minor in Urban Studies.

There is no concentration in Urban Studies.

URBS UN1515 INTRODUCTION TO URBAN STUDIES. 3.00 points.

This course is intended to be both an interdisciplinary introduction to the city and to the field of Urban Studies. As an introduction to the city, the course will address a variety of questions: What is a city? How did cities develop? How do cities function socially, politically, and economically? Why do people live in cities? What are some of the major issues facing cities in the early twenty-first century, and how can cities address these issues? As an introduction to the interdisciplinary field of Urban Studies, the course will present models of how scholars approach cities from a variety of disciplinary viewpoints, including architecture, planning, law, sociology, history, archaeology, anthropology, political science, public policy, and geography. Students will learn some of the major concepts in the field of Urban Studies, and will study the works of leading scholars in the field. Students in the course will approach cities from a number of disciplines, not only through the reading, but also through assignments that take place in different locations throughout New York City

Spring 2025: URBS UN1515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 1515	001/00439	M W 1:10pm - 2:25pm 323 Milbank Hall	Andreina Torres Angarita	3.00	58/60

Fall 2025: URBS UN1515

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 1515	001/00028	M W 11:40am - 12:55pm 323 Milbank Hall	Andreina Torres Angarita	3.00	45/60
URBS 1515	002/00029	M W 2:40pm - 3:55pm 328 Milbank Hall	Aaron Passell	3.00	48/60

URBS UN2200 INTRODUCTION TO GIS METHODS. 3 points.

Prerequisites: Must attend first class for instructor permission. This course does not fulfill the C requirement for Urban Studies majors. Due to the high demand for our limited-enrollment spatial analysis course (URBS V3200) the Urban Studies program is offering an introductory course to the fundamentals of GIS (Geographic Informational Systems), specifically for non-majors. Students create maps using ArcGIS software, analyze the physical and social processes presented in the digital model, and use the data to solve specific spatial analysis problems. Note: this course does not fulfill the C requirement in Urban Studies.

Spring 2025: URBS UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2200	001/00443	T Th 10:10am - 11:25am 102 Milstein Center	Christian Siener	3	25/24

Fall 2025: URBS UN2200

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2200	001/00243	T Th 10:10am - 11:25am 324 Milbank Hall	Christian Siener	3	27/29

URBS UN2520 INTRODUCTION TO URBAN PLANNING. 3.00 points.

This course is a basic introduction to the field and practice of urban planning in the United States. The course will focus on key concepts in planning history, theory, and practice, including the various conflicts and dilemmas planners face, stakeholders involved in urban planning, and the tools and methods that planners use to address challenges in the built environment. The core questions that this class will return to throughout the semester are: How does planning take place, and whose interest(s) does planning serve? How does planning (re)produce social inequities? Planning is often framed as a technical exercise to rationalize the built environment and create more “livable” cities. However, planning is not value-neutral. As we will examine throughout the course of the semester, power relations fundamentally shape the planning profession, and planning decisions have contributed to racial, economic, and gender inequalities and spatial segregation in cities throughout the United States. We will also explore debates about how to encourage more inclusive cities and engage in more ethical planning practice. The course is divided into six sections. In Part I, we will explore foundational concepts in urban planning, such as how previous scholars have defined urban planning and urban space. In Part II, we will explore the historical context in which the planning profession emerged and key moments in planning history. In Part III, we will examine normative models of planning, or how the planning profession conceives of itself. In Part IV, we will learn about the different technical tools that planners use to regulate urban development and key debates surrounding these tools. In Part V, we will interrogate the role of the planner, the role of power relations in planning, and how planning decisions have resulted in racial, class, and gender exclusion in the built environment. In Part VI, we will contemplate future directions in planning

Spring 2025: URBS UN2520

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 2520	001/00444	M W 2:40pm - 3:55pm 202 Milbank Hall	Noah Allison	3.00	27/30

URBS UN3308 INTRO TO URBAN ETHNOGRAPHIES. 3.00 points.

What is ethnography and what makes ethnography “urban”? This course explores how social scientists use ethnography to analyze questions and dilemmas often associated with urban settings. We will combine close readings of ethnographies with field-based inquiry, including our own studies of urban public space. Through both our readings and our field exercises, we will focus on the methods at the heart of ethnography: observation and participant-observation. As we read other scholars’ work, we will ask how the author uses ethnographic tools to explore issues that are suitable for intensive fieldwork. We will assess which kinds of research problems and theoretical perspectives are a good fit with ethnography and the roles that ethnography can play in transdisciplinary research projects. You will apply what you have learned about research to design your own pilot fieldwork. The ethnographies that we read together will examine intersections of housing, race, and class in urban communities. You are welcome to extend this focus to your own fieldwork, but it’s not required to do so. This is a writing-intensive course, and we will devote a considerable portion of class time to workshop your individual projects

Fall 2025: URBS UN3308

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3308	001/00244	T 2:10pm - 4:00pm LI001 Milstein Center	Amelia Herbert	3.00	16/20

URBS UN3310 RACE. SPACE, URB SCHOOLS. 3.00 points.

Many people don't think of themselves as having attended segregated schools. And yet, most of us went to schools attended primarily by people who looked very much like us. In fact, schools have become more segregated over the past 30 years, even as the country becomes increasingly multiracial. In this class, we will use public schools as an example to examine the role race plays in shaping urban spaces and institutions. We will begin by unpacking the concept of racialization, or the process by which a person, place, phenomenon, or characteristic becomes associated with a certain race. Then, we will explore the following questions: What are the connections between city schools and their local contexts? What does it mean to be a "neighborhood school"? How do changes in neighborhoods change schools? We will use ethnographies, narrative non-fiction, and educational research to explore these questions from a variety of perspectives. You will apply what you have learned to your own experiences and to current debates over urban policies and public schools. This course will extend your understanding of key anthropological and sociological perspectives on urban inequality in the United States, as well as introduce you to critical theory

Spring 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00492	Th 4:10pm - 6:00pm LI001 Milstein Center	Fawziah Qadir	3.00	51/48

Fall 2025: URBS UN3310

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3310	001/00433	W 2:10pm - 4:00pm 203 Diana Center	Amelia Herbert	3.00	33/40

URBS UN3315 METROPOLITICS OF RACE # PLACE. 3.00 points.

This class explores how racism and racialized capitalism and politics shape the distribution of material resources among cities and suburbs in metropolitan areas and the racial and ethnic groups residing in them. Readings and discussion focus on the history of metropolitan area expansion and economic development, as well as contemporary social processes shaping racial and ethnic groups' access to high-quality public goods and private amenities. We address racial and ethnic groups' evolving political agendas in today's increasingly market-driven socio-political context, noting the roles of residents; federal, state, and local governments; market institutions and actors; urban planners, activist organizations, foundations, and social scientists, among others. Here is a sample of specific topics: race/ethnicity and who "belongs" in what "place;" inequitable government and market investment across racial and ethnic communities over time and "sedimentation effects" (for example, the "redlining" of Black communities leading to their inability to access loan and credit markets and the resulting wealth gap between Blacks and Whites); gentrification processes; creating sufficient, sustainable tax bases; and suburban sprawl. Assignments will include two short response papers, mid-term and final exams, and another project to be determined

Spring 2025: URBS UN3315

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3315	001/00753	T Th 2:40pm - 3:55pm 323 Milbank Hall	Angela Simms	3.00	38/45

URBS UN3351 URBAN ELSEWHERE: EXPLORING A WORLD OF CITIES. 4.00 points.

We live in an increasingly urbanized world. But what does it mean to be "urban"? As urbanization reaches more corners of the globe, its forms and processes become increasingly diverse. Urban Elsewheres is dedicated to investigating this diversity and to exploring the implications that unfamiliar urban phenomena might have for how we understand urbanization—both elsewhere in the world and in our own backyards. Through a comparative engagement with case studies drawn from around the world, this course will challenge some of our most deeply held, common sense assumptions about urbanization. Students will be asked to stretch the conceptual limits of urbanization and explore the social and political possibilities of an expanded urbanism. In doing so, the course will engage with the many of the most heated theoretical debates about urbanization, equipping students with a set of comparative analytical tools with which to explore the wider field of urban studies

Spring 2025: URBS UN3351

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3351	001/00445	M W 2:40pm - 3:55pm 418 Barnard Hall	Nick Smith	4.00	55/60

URBS UN3420 INTRODUCTION URBAN SOCIOLOGY. 3.00 points.

Prerequisites: Students must attend first class.

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

Spring 2025: URBS UN3420

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3420	001/00449	T Th 11:40am - 12:55pm 152 Horace Mann Hall	Aaron Passell	3.00	20/24

URBS UN3450 NEIGHBORHOOD # COMMUNITY DVLP. 3.00 points.

New York City is made up of more than 400 neighborhoods. The concept of neighborhoods in cities has had many meanings and understandings over time. Equally complex is the concept of community used to describe the people attached to or defined by neighborhood. While neighborhood can be interpreted as a spatial, social, political, racial, ethnic, or even, economic unit; community often refers to the group of stakeholders (i.e. residents, workers, investors) whose interests directly align with the conditions of their environment. Community development is “a process where these community members come together to take collective action and generate solutions to common problems” that result from the changing contexts in their neighborhoods. Using a variety of theories and approaches, residents organize themselves or work with community development practitioners on the ground to obtain safe, affordable housing, improve the public realm, build wealth, get heard politically, develop human capital, and connect to metropolitan labor and housing markets. To address the ever-changing contexts of neighborhoods, community development organizations are taking on new roles and adapting (in various cases) to larger forces within the city, region and nation such as disinvestment, reinvestment, increased cultural diversity, an uncertain macroeconomic environment, and changes in federal policy. For more than a century, city-dwellers—and especially New Yorkers—have been tackling these challenges. This course will examine both historic and contemporary community building and development efforts, paying special attention to approaches which were shaped by New York City. This urban center, often described as a “city of neighborhoods,” has long been a seedbed for community-based problem-solving inventions. The course will focus on the theories (why?), tools (how?), and actors (who?) within the field of community development practice and is organized around important sectors (housing, econom

Fall 2025: URBS UN3450

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3450	001/00245	M W 2:40pm - 3:55pm 323 Milbank Hall	Noah Allison	3.00	24/30

URBS UN3451 URBAN ENVIRONMENTAL JUSTICE: GENDER, RACE, CLASS AND THE ENVIRONMENT. 3.00 points.

In this course we will explore urban environmental inequalities through the lens of environmental justice. The concept of environmental justice has risen in prominence in the language of environmental activism, politics, and policymaking. Informed by critical studies of the environment, we will address the broad question of why, for some, the environment is representational of a healthy lifestyle and source of prosperity, while for others it is a source of risk and harm. Our course of study invites students to critically analyze environmental justice case studies and to develop an understanding of the complex relationships among urban populations and the social, political, and economic processes that lead to environmental inequality. We will also explore how racism is foundational to environmental exploitation and consider why global struggles for racial justice are crucial for protecting both people and the earth. We will pay particular attention to how environmental health inequalities are linked to race, class, gender, and nation. Drawing from academic texts, films, and photo essays we will explore how urban planning and economic development policies create environmental inequalities in the US and globally

Spring 2025: URBS UN3451

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3451	001/00780	T Th 6:10pm - 7:25pm 302 Barnard Hall	Maricarmen Hernandez	3.00	20/30

URBS UN3452 HOUSING POLICY IN THE UNITED STATES. 4.00 points.

How should we define housing? As a concept, housing is both simple and complex. As a physical concept, housing provides shelter, and it is durable and visible. Yet, housing is more than just its physical components. As a social concept, housing is a clear insignia of social status and can be an investment vehicle to accumulate and hoard wealth. Additionally, housing (and housing policy) both amplifies and reinforces larger patterns of racial and economic bias witnessed in wider society. This course examines the institutional, economic, regulatory, and political factors that affect the production, subsidization, and siting of housing in the United States. We will trace the varied policy approaches that local, state, and federal governments have leveraged to deliver affordable housing over time. Throughout the course, we will pay particular attention to how U.S. housing policy historically is built on a segregationist ideology, often linking the presence of non-white and low-income households with neighborhood instability and as a threat to stable property values. We will also explore the various approaches that the public sector has pursued to attempt to undo the racially segregated housing market of its own making. The course is divided into three sections. Part I reviews how previous scholars have defined housing, provides a brief introduction to housing policy history, and introduces the basics of supply and demand in housing markets and housing finance. Part II examines various approaches to provide affordable housing at the federal, state, and local level and how these approaches have evolved over time. Part III examines contemporary housing policy debates. Since this class is an upper-level seminar, students should expect to read about 150 pages of reading per week and to listen to a podcast or watch a select movie on specific weeks. Students will be expected to complete all of the assigned readings before class. Class time primarily will be devoted to class discussions, so students should plan to formulate thoughts about the readings before class and to participate actively in class discussions each week

URBS UN3480 From Homelessness to Foreclosure: NYC Geographies of Shelter and Home. 4 points.

This course will examine the social, political, and economic elements that have aligned in New York City to produce the most expansive infrastructure of homeless shelters in the United States, as well as ongoing changes in the city's homeless policy since the housing foreclosure crisis. While we will focus primarily on the past 30 to 40 years in New York City, we will consider the history of homelessness and housing in the United States since the Great Depression. Major themes will include criminalization, origin myths, and representations of people who are experiencing homelessness. Key questions will include: In what ways is the current geography of homelessness the result of historical patterns of racism and discrimination? How does studying homelessness provide insight into the ways urban spaces are made? Why have shelters become the primary public response to homelessness in New York? How are race and gender central to the project of building a shelter infrastructure in New York? How are shelters experienced by those living in them? What are some of the ways people living in shelters organize to advocate for their rights and to resist mainstream representations?

URBS UN3545 JUNIOR SEMINAR IN URBAN STUDIES. 4.00 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. Prerequisites: Non-majors admitted by permission of instructor. Students must attend first class. Enrollment limited to 16 students per section. Introduction to the historical process and social consequences of urban growth, from the middle of the nineteenth century to the present

Fall 2025: URBS UN3545

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3545	001/00246	T 4:10pm - 6:00pm 119 Milstein Center	Maricarmen Hernandez	4.00	10/16
URBS 3545	002/00247	T 4:10pm - 6:00pm 306 Milbank Hall	Angela Simms	4.00	10/16

URBS UN3992 URBAN STUDIES SENIOR SEMINAR. 4.00 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.

Prerequisites: Senior standing. 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

Fall 2025: URBS UN3992

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
URBS 3992	001/00249	W 9:00am - 10:50am 613 Milstein Center	Aaron Passell	4.00	12/12
URBS 3992	002/00250	W 9:00am - 10:50am 306 Milbank Hall	Noah Allison	4.00	10/12
URBS 3992	003/00251	W 9:00am - 10:50am 113 Milstein Center	Christian Siener	4.00	12/12
URBS 3992	004/00252	W 9:00am - 10:50am 119 Milstein Center	Andreina Torres Angarita	4.00	6/12

Cross-listed Courses**ARCH UN3502 URBANIZING CHINA. 4 points.**

This course investigates the dramatic urban transformation that has taken place in mainland China over the last four decades. The speed and scale of this transformation have produced emergent new lifeways, settlement patterns, and land uses that increasingly blur the distinction between urban and rural areas. At the same time, Chinese society is still characterized by rigid, administrative divisions between the nation's urban and rural sectors, with profound consequences for people's lives and livelihoods. The course therefore examines the intersection between the rapid transformation of China's built environment and the glacial transformation of its administrative categories. We will take an interdisciplinary approach to this investigation, using perspectives from architecture, history, geography, political science, anthropology, urban planning, and cultural studies, among other disciplines.

The course is divided into two parts: Over the first five weeks, we will consider the historical context of China's urbanization and its urban-rural relations, including the imperial, colonial, and socialist periods, as well as the current period of reform. In the remainder of the semester, we will turn our focus to contemporary processes of urbanization, with a particular emphasis on the complex interrelationship between urban and rural China. This portion of the semester is organized into three two-week units on land and planning, housing and demolition, and citizenship and personhood.

ARCH GU4300 The Just City: Global Debates in Urban Planning and Policy. 4.00 points.

Urbanization is inherently unequal, inscribing social, economic, environmental, and political unevenness into the spatial fabric of the city. But the distribution of such inequality is not inevitable. Urbanization is a product of the collective decisions we make (or choose not to make) in response to the shared challenges we face in our cities. And, thus, the patterns of urbanization can be changed. This is the task of urban planning and the starting point for this advanced seminar, which asks how we can reshape our cities to be more just—to alleviate inequality rather than compound it. In embarking on this effort, we face numerous “wicked” problems without clear-cut solutions. The approaches one takes in addressing urban inequality are therefore fundamentally normative—they are shaped by one's place in the world and one's view of it. The central challenge in addressing inequality is thus establishing a basis for collective action amongst diverse actors with differing—and sometimes conflicting—values and views. In other words, planning the just city a matter of both empathy and debate. In this course, we will endeavor to develop informed positions that can help us engage with others as a basis for taking collective action. The course is organized into four 3-week modules, each of which addresses a dimension of the just city: equity, democracy, diversity, and sustainability. In the first week of each module, we will discuss how the issue has been understood in history and theory (with an emphasis on tradeoffs between different priorities and values); in the second week, we will apply this discussion to a global case study prepared and presented by a team of students; and in the third week, we will hold an in-class debate to determine what should be done. Specific case studies vary each year

Spring 2025: ARCH GU4300

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
ARCH 4300	001/00833	W 4:10pm - 6:00pm 502 Diana Center	Nick Smith	4.00	11/16

HIST UN1786 History of the City in Latin America. 4.00 points.

This course covers the historical development of cities in Latin America. Readings, lectures, and discussion sections will examine the concentration of people in commercial and political centers from the beginnings of European colonization in the fifteenth century to the present day and will introduce contrasting approaches to the study of urban culture, politics, society, and the built environment. Central themes include the reciprocal relationships between growing urban areas and the countryside; changing power dynamics in modern Latin America, especially as they impacted the lives of cities' nonelite majority populations; the legalities and politics of urban space; planned versus unplanned cities and the rise of informal economies; the way changing legal and political rights regimes have affected urban life; and the constant tension between tradition and progress through which urban society was formed. There are no prerequisites for this course. Attendance at weekly Discussion Sections required

HIST UN2689 COLONIAL CITIES OF THE AMERICAS. 4.00 points.

This course examines the history of cities in the Americas in the colonial era, c. 1500-1800, organized around three large themes. First, we study the precolonial origins of American urban systems, focusing especially on Mesoamerica and the Andes, and exploring questions of urban continuity, disruption and change, and the forms of indigenous cities. Second, we study various patterns of city foundations and city types across the Americas, examining Spanish, Portuguese, British, Dutch and French colonial urban systems. Third, we focus on the cities more closely by looking at key issues such as urban form, built environment, social structure. Specific themes include a critical analysis of the Spanish colonial grid, the baroque city, and 18th-century urban reforms, as well as race and class, urban slavery, and urban disease environments.

Spring 2025: HIST UN2689

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
HIST 2689	001/00150	T Th 10:10am - 11:25am 405 Milbank Hall	Caterina Pizzigoni, Gergely Baics	4.00	34/70
HIST 2689	AU1/20574	T Th 10:10am - 11:25am Othr Other	Gergely Baics, Caterina Pizzigoni	4.00	6/6

HIST UN3277 History of Urban Crime and Policing in Latin America in Global Perspective. 4 points.

This seminar will examine the social construction of criminality and the institutions that developed to impose and enforce the criminal law as reflections of Latin American society throughout the region's history, with a particular emphasis on the rise of police forces as the principal means of day-to-day urban governance. Topics include policing and urban slavery; policing the urban "underworld"; the changing cultural importance of police in urban popular culture; the growth of scientific policing methods, along with modern criminology and eugenics; policing and the enforcement of gender norms in urban public spaces; the role of urban policing in the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law; and the transnational movement of ideas about and innovations in policing practice. In our readings and class discussions over the course of the semester, we will trace how professionalized, modern police forces took shape in cities across the region over time. This course actually begins, however, in the colonial period before there was anything that we would recognize as a modern, uniformed, state-run police force. We will thus have a broad perspective from which to analyze critically the role of police in the development of Latin American urban societies—in other words, to see the police in the contemporary era as contingent on complex historical processes, which we will seek to understand.

HIST GU4012 HISTORY OF THE CITY IN LATIN AMERICA. 4.00 points.

This course covers the historical development of cities in Latin America. Readings examine the concentration of people in commercial and political centers from the beginnings of European colonization in the sixteenth century to the present day and will introduce contrasting approaches to the study of urban culture, politics, society, and the built environment. Central themes include the reciprocal relationships between growing urban areas and the countryside; cities as sites of imperial power and their post-colonial role in nation-building; changing power dynamics in modern Latin America, especially as they impacted the lives of cities' nonelite majority populations; the legalities and politics of urban space; the complexity and historical development of urban segregation; the rise of informal economies; and the constant tension between tradition and progress through which urban societies have formed. Reading knowledge of Spanish and/or Portuguese will be helpful but is not required. Open to both undergraduate and graduate students; graduate students will be given additional reading and writing assignments

Women's, Gender and Sexuality Studies

201 Barnard Hall
212-854-2108
212-854-8432 (fax)
wmstud@barnard.edu (email)

Department Administrator: Michelle Rowland

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: Janet Jakobsen (Claire Tow Professor, Women's, Gender and Sexuality Studies)

Professors: Elizabeth Bernstein, Janet Jakobsen, Rebecca Jordan-Young, Neferti Tadiar

Assistant Professors: Manijeh Moradian, Marisa Solomon

Requirements for the Major

The WGSS major requires a minimum of 11 core courses distributed as follows:

1) Introductory course: Select one course from any of three emphases (gender, ethnicity and race, or sexuality)

WMST UN1001 or SOCI UN3302	INTRO-WOMEN # GENDER STUDIES Sociology of Gender	3
WMST BC2150 or CSER UN1040 WMST BC3125 or SOCI V3318	INTERSECTIONAL FEMINISMS CRIT APPRO-STUDY OF ETH # RACE Pleasures and Power: An Introduction to Sexuality Studies The Sociology of Sexuality	3

2-5) Four core foundation courses:

WMST BC2140	Critical Approaches in Social and Cultural Theory	3
WMST UN3311	FEMINIST THEORY	4
WMST BC3514	HIST APPROACHES FEMINIST QUES	4.00
WMST UN3915	GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES (OR other approved course in transnational gender/feminist studies, e.g. HIST BC4999 Transnational Feminism, WMST BC4303 Gender, Globalization, and Empire.)	4

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:

WMST UN3525	Senior Seminar I (Barnard)	4

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
- **WMST BC2150 Practicing Intersectionality** has been renamed is now **WMST BC2150 Intersectional Feminisms**

Requirements for the Combined Major

The combined major requires eight courses, distributed as follows:

1) One Introductory Course (choose one out of three theoretical emphases): gender, race & ethnicity, or sexuality:

WMST UN1001 or SOCI S3302Q	INTRO-WOMEN # GENDER STUDIES Sociology of Gender	3
WMST BC2150 or CSER UN1040	INTERSECTIONAL FEMINISMS CRIT APPRO-STUDY OF ETH # RACE	3

WMST BC3125	Pleasures and Power: An Introduction to Sexuality Studies	3
or SOCI V3318	The Sociology of Sexuality	
2-5)		
WMST BC2140	Critical Approaches in Social and Cultural Theory	3
WMST UN3311	FEMINIST THEORY	4
WMST BC3514	HIST APPROACHES FEMINIST QUES	4.00
WMST UN3915	GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES (OR other approved courses in transnational gender/feminist studies, e.g. HIST BC4999 Transnational Feminism.)	4

6-7)

Select two electives, at least one of these elective should be at an advanced level and require a research paper assignment

8)

Select one semester of Senior Seminar, taken either through Women's, Gender and Sexuality Studies or the other department or program

*NOTE: Students combining WGSS with Human Rights must complete the FULL WGSS major (11 courses); use the 'WGSS Major Checklist' instead.

Students combining WGSS with Africana Studies must either complete the FULL WGSS major OR the FULL Africana Studies major. If the student chooses to complete the full Africana Studies major, you may use this checklist. Students choosing the 'combined major' option for Africana Studies (7 Af Studies courses) must use the 'WGSS Major Checklist' instead, and complete 11 WGSS courses.

Requirements for the Minor

Minor Requirements Five courses, distributed as follows:

1. One introductory course (from the same list as applies to majors):

WMST UN1001	INTRO-WOMEN # GENDER STUDIES	3
or SOCI UN3302	Sociology of Gender	
WMST BC2150	INTERSECTIONAL FEMINISMS	3
or CSER UN1040	CRIT APPRO-STUDY OF ETH # RACE	
WMST BC3125	Pleasures and Power: An Introduction to Sexuality Studies	3
or SOCI V3318	The Sociology of Sexuality	

2-3. Two of our four 'foundations' courses:

WMST BC2140	Critical Approaches in Social and Cultural Theory	3
WMST UN3311	FEMINIST THEORY	4
WMST BC3514	HIST APPROACHES FEMINIST QUES	4
WMST UN3915	GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES (OR One other approved course in transnational gender/feminist studies (e.g. HIST BC4999 Transnational Feminism))	4

4-5. Two WGSS electives (from the same list that applies to WGSS majors)

WMST BC1050 WOMEN AND HEALTH. 3.00 points.

Combines critical feminist and anti-racist analyses of medicine with current research in epidemiology and biomedicine to understand health and health disparities as co-produced by social systems and biology

Spring 2025: WMST BC1050

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1050	001/00024	M W 1:10pm - 2:25pm LI002 Milstein Center	Cecelia Lie-Spahn	3.00	85/90

WMST BC2000 Feminist/Intersectional Science and Technology Studies (F/ISTS) Capstone. 1.00 point.

This capstone course intended for juniors and seniors who are pursuing the minor or concentration in Feminist/Intersectional Science and Technology Studies (F/ISTS) will provide opportunities for students to engage with practical applications of F/ISTS theories and methodologies through interactive discussions. We will focus on current events of national and international importance for which F/ISTS-based tools and case studies offer relevant empirical evidence and analytic frameworks (scientific, political, social, and ethical). Focusing on one current issue of public importance (a policy, a circulating claim, an event, etc.), students will practice crafting synthetic and accessible analyses by producing a "message" that is empirically and conceptually grounded in F/ISTS scholarship and accessible to the general public. This term (Spring 2025), the course will focus on recent U.S. Executive Orders that address gender, sexuality, and racial equity

Spring 2025: WMST BC2000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2000	001/00963	F 10:10am - 12:00pm 308 Diana Center	Rebecca Jordan-Young	1.00	2/15

WMST BC2026 Authority, Power, # Evidence: An Introduction to Feminist/Intersectional Science and Technology Studies (F/ISTS). 3.00 points.

Science and Technology Studies (STS) is an interdisciplinary academic field that investigates entanglements between the technical and social dimensions of science, technology, and medicine. Understanding this interplay is central to addressing many of the most pressing problems of our times, such as struggles around vaccination; climate justice and environmental racism; health disparities; digital surveillance; the biology of gender, sex, and sexuality; and the growing mistrust in "science" as a domain of authority. Feminist/Intersectional Science and Technology Studies (F/ISTS) is a focused approach to Science and Technology Studies (STS) that homes in on the reciprocal relations between techno-scientific knowledge and practices, on the one hand, and gender, race, class, and other intersecting axes of power, on the other

Fall 2025: WMST BC2026

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2026	001/01107	M W 1:10pm - 2:25pm 307 Milbank Hall	Rebecca Jordan-Young	3.00	5/25

WMST BC2140 Critical Approaches in Social and Cultural Theory. 3.00 points.

This course examines the conceptual foundations that support feminist and queer analyses of racial capitalism, security and incarceration, the politics of life and health, and colonial and postcolonial studies, among others. Open to all students; required for the major in Women's, Gender, and Sexuality Studies (WGSS) and the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE)

Spring 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00021	F 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	26/35

Fall 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00045	T Th 2:40pm - 3:55pm 140 Horace Mann Hall	Marisa Solomon	3.00	34/50

WMST BC2150 INTERSECTIONAL FEMINISMS. 3.00 points.

Enrollment for this class is by instructor approval and an application is required. Please fill out the form here: <https://forms.gle/bPsV7rcf5RWB35PM9> This introductory course for the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE) as well as Majors/Minors in Women's, Gender, and Sexuality Studies (WGSS) 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, the professor will frequently be joined by other faculty and guest speakers who bring distinct disciplinary and subject matter expertise. Some keywords for this course include hybridity, diaspora, borderlands, migration, and intersectionality

Spring 2025: WMST BC2150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00427	T 4:10pm - 5:25pm 405 Milbank Hall	Renee Hill	3.00	52/70

Fall 2025: WMST BC2150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00057	T Th 10:10am - 11:25am LI003 Barnard Hall	Ghazal Karimi	3.00	30/60

WMST BC2950 Science, Technology, Power. 3.00 points.

This course explores the intimate entanglements of technology, science, bodies, culture, and power, with a focus on post-World War II U.S. society. In this lecture course, we will draw on history, feminist thought, anthropology, sociology, science fiction, and visual/digital art to investigate the historical and cultural contexts shaping the dreams, practices, and products of technoscience. We will explore technologies and sciences as sites of power, complex pleasures, and embodied transformations in our own everyday lives

WMST BC3145 Environmental Humanities in Action. 4.00 points.

Some of the central questions in the study of environmental humanities focus on human action, its context, and its effects. Thus, one major contribution of the environmental humanities is to study and consider how we conceptualize action, relations (both between humans and environments and among humans), and even the meaning of human being. The environmental humanities places these conceptual questions in the context of value and values, as well as questions of how values are materialized in practice. This course considers all of these questions through the study both theories of action in the context of environmental humanities and research into existing projects that are informed by and can inform the study of environmental humanities

Fall 2025: WMST BC3145

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3145	001/00970	W 12:10pm - 2:00pm 501 Diana Center	Janet Jakobsen	4.00	6/25

WMST BC3138 AFFECT AND ACTIVISM. 4.00 points.

From love to anger to disappointment to hope, political activism mobilizes emotions towards certain ends but also generates new affective states and feelings along the way. This advanced seminar will familiarize students with feminist, anti-racist and queer scholarship on affect, feelings and emotion as intrinsic to politics and as crucial for understanding how political thought and action unfold in contingent and often unexpected ways. Mixing theoretical and cultural texts with case studies, we will look at how affect permeates structures of power and domination, embodiment and identity, and collective activist projects concerned with gender and sexual liberation. Students will have an opportunity to read theories of affect as well as to "read" activist movements for affect by working with archival documents (such as zines, manifestos, and movement ephemera) and other primary sources (such as memoir, photography and documentary film)

Spring 2025: WMST BC3138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3138	001/00022	T 12:10pm - 2:00pm 318 Milbank Hall	Manijeh Moradian	4.00	14/14

WMST BC3504 GENDERED CONTROVERSIES. 4.00 points.

Love and sex have long been studied as historical constructs influenced by social, political, and economic dimensions. This course aims to expand this discourse by incorporating the often-overlooked lens of technological mediation. Beginning with the premise that romantic love is deeply shaped by the affordances of the technology of the time, a critical awareness of technological mediation in romance—especially of digital technologies, i.e. online dating, social media, or cybersex—allows for a deeper understanding of how social categories such as gender, race, class, ability, or sexuality are technologically-mediated, thereby informing our societal and cultural perceptions of love, dating, and sex. Sandra Moyano-Ariza is Term Assistant Professor of WGSS and Research Director at BCRW. Her research works at the intersection of pop culture, philosophy, and digital technologies, with interests in the fields of media studies and digital scholarship, contemporary feminist theory, critical race theory, posthumanism, and affect theory

Fall 2025: WMST BC3504

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3504	001/00978	M 2:10pm - 4:00pm 222 Milbank Hall	Sandra Moyano-Ariza	4.00	14/24

WMST BC3512 Art/Work: Sex, Aesthetics, and Capitalism. 4.00 points.

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.

WMST BC3514 HIST APPROACHES FEMINIST QUES. 4.00 points.

Comparative study of gender, race, and sexuality through specific historical, socio-cultural contexts in which these systems of power have operated. With a focus on social contexts of slavery, colonialism, and modern capitalism for the elaboration of sex-gender categories and systems across historical time

Fall 2025: WMST BC3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/00744	T 12:10pm - 2:00pm 113 Milstein Center	Elizabeth Duggan	4.00	19/20

WMST UN3526 SENIOR SEMINAR II. 4.00 points.

Prerequisites: Permission of instructor. Enrollment limited to senior majors.

Prerequisites: Permission of instructor. Enrollment limited to senior majors. Individual research in Womens 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 2025: WMST UN3526

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3526	001/00748	W 4:00pm - 6:00pm 407 Barnard Hall	Elizabeth Bernstein	4.00	10/10

Fall 2025: WMST UN3526

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3526	001/01195	M 3:10pm - 5:00pm Room TBA	Rebecca Jordan-Young	4.00	1/1

WMST UN3813 Knowledge, Practice, Power. 4.00 points.

Prerequisites: WMST V1001 and the instructor's permission.

Knowledge, Practice, Power is a practical and multi-disciplinary exploration of research methods and interpretive strategies used in feminist scholarship, focusing on larger questions about how we know what we know, and who and what knowledge is for. Open to non-majors, but sophomore and junior majors in Women's, Gender, and Sexuality Studies (WGSS) are encouraged to enroll in this course as preparation for Senior Seminar I. This course is required for students pursuing the concentration or minor in Feminist/Intersectional Science and Technology Studies. Prerequisite: Either one introductory WGSS course or Critical Approaches to Social and Cultural Theory or Permission of the Instructor

Spring 2025: WMST UN3813

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3813	001/00033	M 2:10pm - 4:00pm 407 Barnard Hall	Sandra Moyano-Ariza	4.00	17/18

WMST GU4330 SWANA Diasporas: Culture, Politics and Identity Formation in a Time of War. 4.00 points.

In this class we will study South-West Asian and North African (SWANA) diasporic populations, social movements and cultural production that have responded to the multi-faceted ramifications of the 21st century war on terror. We will focus on diverse Arab, Iranian, and Afghan diasporas in the United States, where 19th and 20th century legacies of racism, xenophobia, Islamophobia and Orientalism combined in new ways to target these groups after the September 11th, 2001 attacks. Drawing on an interdisciplinary array of texts, including ethnography, fiction, feminist and queer theory, social movement theory, and visual and performance art, we will look at how the "war on terror" has shaped the subjectivities and self-representation of SWANA communities. Crucially, we will examine the gender and sexual politics of Islamophobia and racism and study how scholars, activists and artists have sought to intervene in dominant narratives of deviance, threat, and backwardness attributed to Muslim and other SWANA populations. This course takes up the politics of naming, situating the formation of "SWANA" as part of an anti-colonial genealogy that rejects imperial geographies such as "Middle East." We will ask how new geographies and affiliations come into being in the context of open-ended war, and what new political identities and forms of cultural production then become possible

Spring 2025: WMST GU4330

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4330	001/00023	Th 10:10am - 12:00pm 111 Milstein Center	Manijeh Moradian	4.00	15/20

WMST GU4100 Modes of Living: Feminist and Critical Approaches to Ethics. 4.00 points.

Connecting cultural and social issues to ethical questions, this course in feminist and critical interdisciplinary studies offers students the opportunity to consider the relationship between values and value in different modes of living. All too often in public discourse ethical values are invoked but not clearly articulated in terms of their meaning, parameters, and relation to each other. This research seminar investigates values through a semester-long consideration of a single overarching question. This version of the course focuses on the environmental humanities, but other instantiations may use this method to consider different issues. Here, the values commonly invoked in public discussions of the environment are considered in relation to each other, placed in larger analytic contexts, and applied. The final section of the course brings the study of values together with a study of major environmental issues, with a focus on inter-relations amongst those issues. The course uses these interdisciplinary and critical approaches that have become central to feminist ethics as the basis for students developing a major semester-long research project on a question of their own choosing

Fall 2025: WMST GU4100

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4100	001/00971	W 2:10pm - 4:00pm 202 Milbank Hall	Janet Jakobsen	4.00	9/20

WMST GU4210 BLACK GEOGRAPHIES. 4.00 points.

Far from obvious renderings of place, maps are spatial arguments about who belongs where and how living should be defined. This course approaches place as something that is contested daily in the U.S. through the struggle of who gets to lay claim to a way of life. From the landscapes of dispossession to the alternative ways marginalized people work with and against traditional geographies, this course centers Black place-making practices as political struggle. This class will look at how power and domination become a landed project. We will critically examine how ideas about “nature” are bound up with notions of race, and the way “race” naturalizes the proper place for humans and non-human others. We will interrogate settler colonialism’s relationships to mapping who is and isn’t human, the transatlantic slave trade as a project of terraforming environments for capital, and land use as a science for determining who “owns” the earth. Centered on Black feminist, queer and trans thinkers, we will encounter space not as a something given by maps, but as a struggle over definitions of the human, geography, sovereignty, and alternative worlds. To this end, we will read from a variety of disciplines, such as Critical Black Studies, Feminist and Intersectional Science Studies, Black Geographies and Ecologies, Urban Studies and Afrofuturist literature. (Note: this class will count as an elective for the CCIS minors/concentrations in F/ISTS, ICORE/MORE, and Environmental Humanities.)

WMST GU4310 CONTEM AMER JEWISH WOMEN'S LIT. 4.00 points.

Prerequisites: Enrollment limited to 15 students. Sophomore standing. The seminar will focus on trends that have emerged over the past three decades in Jewish American women’s writing in the fields of memoirs, fiction and Jewish history: the representation and exploration through fictive narratives of women’s experiences in American Jewish orthodox communities; reinterpretation of Jewish history through gender analysis; the recording of migration and exile by Jewish women immigrants from the former Soviet Union, Morocco, Iran, and Egypt; and gender transformations. Texts will be analyzed in terms of genre structures, narrative strategies, the role of gender in shaping content and Jewish identity, and the political, cultural and social contexts in which the works were created. The course aims for students to discuss and critically engage with texts in order to develop the skills of analytical and abstract thinking, as well as the ability to express that critical thinking in writing. Prerequisites: Both one introductory WGSS course and Critical Approaches to Social and Cultural Theory, or Permission of the Instructor

WMST BC1006 Introduction to Environmental Humanities. 3.00 points.

COURSE DESCRIPTION This course introduces students to key concepts and texts in environmental humanities, with an emphasis on interdisciplinary studies of race, gender, sexuality, capital, nation, and globalization. The course examines the conceptual foundations that support humanistic analyses of environmental issues, climate crisis, and the ethics of justice and care. In turn, this critical analysis can serve as the basis for responding to the urgency of calls for environmental action. **LEARNING OBJECTIVES** Students will learn what difference humanistic studies make to understanding environmental issues and climate crisis. The course will prepare students to: Identify humanistic methods and how they contribute to understanding the world; Demonstrate critical approaches to reading and representing environments; Engage ethical questions related to the environment; and Apply concepts from the course to synthesize the student’s use of humanistic approaches to address urgent environmental questions

Fall 2025: WMST BC1006

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1006	001/00060	M W 10:10am - 11:25am 304 Barnard Hall	Ashley Dawson	3.00	27/70

WMST BC2140 Critical Approaches in Social and Cultural Theory. 3.00 points.

This course examines the conceptual foundations that support feminist and queer analyses of racial capitalism, security and incarceration, the politics of life and health, and colonial and postcolonial studies, among others. Open to all students; required for the major in Women’s, Gender, and Sexuality Studies (WGSS) and the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE)

Spring 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00021	F 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	26/35

Fall 2025: WMST BC2140

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00045	T Th 2:40pm - 3:55pm 140 Horace Mann Hall	Marisa Solomon	3.00	34/50

WMST BC2150 INTERSECTIONAL FEMINISMS. 3.00 points.

Enrollment for this class is by instructor approval and an application is required. Please fill out the form here: <https://forms.gle/bPsV7rcf5RWB35PM9> This introductory course for the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE) as well as Majors/Minors in Women's, Gender, and Sexuality Studies (WGSS) 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, the professor will frequently be joined by other faculty and guest speakers who bring distinct disciplinary and subject matter expertise. Some keywords for this course include hybridity, diaspora, borderlands, migration, and intersectionality

Spring 2025: WMST BC2150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00427	T 4:10pm - 5:25pm 405 Milbank Hall	Renee Hill	3.00	52/70

Fall 2025: WMST BC2150

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00057	T Th 10:10am - 11:25am L003 Barnard Hall	Ghazal Karimi	3.00	30/60

WMST BC3131 WOMEN AND SCIENCE. 4.00 points.

Prerequisites: Enrollment limited to 18 students.

Prerequisites: Enrollment limited to 18 students. History and politics of womens involvement with science. Womens 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. 4.00 points.

Love and sex have long been studied as historical constructs influenced by social, political, and economic dimensions. This course aims to expand this discourse by incorporating the often-overlooked lens of technological mediation. Beginning with the premise that romantic love is deeply shaped by the affordances of the technology of the time, a critical awareness of technological mediation in romance—especially of digital technologies, i.e. online dating, social media, or cybersex—allows for a deeper understanding of how social categories such as gender, race, class, ability, or sexuality are technologically-mediated, thereby informing our societal and cultural perceptions of love, dating, and sex. Sandra Moyano-Ariza is Term Assistant Professor of WGSS and Research Director at BCRW. Her research works at the intersection of pop culture, philosophy, and digital technologies, with interests in the fields of media studies and digital scholarship, contemporary feminist theory, critical race theory, posthumanism, and affect theory

WMST UN3311 FEMINIST THEORY. 4.00 points.

Prerequisites: Feminist Texts I, or II, and the instructor's permission.

This course explores the formation of desire, sexuality, and subjectivity through the frameworks of feminist epistemologies (the question of what we can know) and feminist ethics (the question of how to be responsible within our relationships and local and global communities). We will reflect on the tension between the limits of what we can know about ourselves and others and the imperative to care for each other and remain accountable for our individual and collective actions and inaction. We will investigate how our deepest emotions, intimate encounters, and secret fantasies are formed by larger social and political contexts. In turn, we will also question how these intimate relationships with ourselves and our companions may be seen as feminist acts of resistance, disruption, and creation. Objective I: to closely engage diverse feminist perspectives in late-twentieth- and twenty-first-century phenomenology, existentialism, Marxism, queer theory, critical race theory, and psychoanalysis. Objective II: to begin to locate your own feminist perspective within the intersection of your unique experiences and the larger historical and social contexts that form you and which you may seek to transform

Fall 2025: WMST UN3311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3311	001/00158	Th 4:10pm - 6:00pm 308 Diana Center	Marisa Solomon	4.00	15/15

WMST UN3525 Senior Seminar I (Barnard). 4.00 points.

Prerequisites: Permission of instructor. Enrollment limited to senior majors.

Student-designed capstone research projects offer practical lessons about how knowledge is produced, the relationship between knowledge and power, and the application of interdisciplinary feminist methodologies

Fall 2025: WMST UN3525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3525	001/00162	Th 10:10am - 12:00pm 613 Milstein Center	Manijeh Moradian	4.00	8/9
WMST 3525	002/00163	Th 2:10pm - 4:00pm 913 Milstein Center	Alexander Pittman	4.00	7/8

WMST BC3535 Feminist Media Praxis. 4.00 points.

Feminist Media Praxis is an advanced research seminar that integrates the theory and production of diverse media forms—from film and video, to photography, the digital, and television. We explore media as well as their associated materials, practices, and embodiments as methods for feminist research, collaboration, and expression. The course interrogates feminist histories, learns from diverse feminist political expressions and activism, and seeks to find, incorporate, and build archives and other records of media research and production. Feminist Media Praxis is an advanced research seminar that integrates the theory and production of diverse media forms—from film and video, to photography, the digital, and television. We explore media as well as their associated materials, practices, and embodiments as methods for feminist research, collaboration, and expression. The course interrogates feminist histories, learns from diverse feminist political expressions and activism, and seeks to find, incorporate, and build archives and other records of media research and production

WMST GU4322 Planetary Questions. 4.00 points.
This advanced seminar examines important approaches, issues, perspectives, and themes related to planetary concerns of environmental crisis, climate change, life sustainability, and multi-species flourishing, with a focus on feminist, postcolonial, anti-racist, and queer perspectives. Topics for discussion and study include the global pandemic, histories of colonialism, slavery, and capitalism, Prereqs: BOTH 1 WMST Intro course PLUS any WGSS 'Foundation' course, OR instructor permission

Previous Women's, Gender, and Sexuality Studies Courses

WMST BC1050 WOMEN AND HEALTH. 3.00 points.
Combines critical feminist and anti-racist analyses of medicine with current research in epidemiology and biomedicine to understand health and health disparities as co-produced by social systems and biology

Spring 2025: WMST BC1050					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1050	001/00024	M W 1:10pm - 2:25pm LI002 Milstein Center	Cecelia Lie-Spahn	3.00	85/90

WMST BC2140 Critical Approaches in Social and Cultural Theory. 3.00 points.
This course examines the conceptual foundations that support feminist and queer analyses of racial capitalism, security and incarceration, the politics of life and health, and colonial and postcolonial studies, among others. Open to all students; required for the major in Women's, Gender, and Sexuality Studies (WGSS) and the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE)

Spring 2025: WMST BC2140					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00021	F 2:10pm - 4:00pm LI001 Milstein Center	Alexander Pittman	3.00	26/35
Fall 2025: WMST BC2140					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2140	001/00045	T Th 2:40pm - 3:55pm 140 Horace Mann Hall	Marisa Solomon	3.00	34/50

WMST BC2150 INTERSECTIONAL FEMINISMS. 3.00 points.
Enrollment for this class is by instructor approval and an application is required. Please fill out the form here: <https://forms.gle/bPsV7rcf5RWB35PM9> This introductory course for the Interdisciplinary Concentration or Minor in Race and Ethnicity (ICORE/MORE) as well as Majors/Minors in Women's, Gender, and Sexuality Studies (WGSS) 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, the professor will frequently be joined by other faculty and guest speakers who bring distinct disciplinary and subject matter expertise. Some keywords for this course include hybridity, diaspora, borderlands, migration, and intersectionality

Spring 2025: WMST BC2150					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00427	T 4:10pm - 5:25pm 405 Milbank Hall	Renee Hill	3.00	52/70
Fall 2025: WMST BC2150					
Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 2150	001/00057	T Th 10:10am - 11:25am LI003 Barnard Hall	Ghazal Karimi	3.00	30/60

WMST BC2175 Masculinities. 3 points.
This course surveys interdisciplinary studies that inquire into how masculinity is performed or embodied, as well as how "masculinity" itself poses challenges as an object of study. We will consider how, why, and when it is appropriate to study multiple masculinities and the ways they relate to each other.

WMST BC2530 Global South Women Film Directors. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL).
Not offered during 2024-2025 academic year.

Prerequisites: Students registering for this course are required to attend the screening and commentary on Tuesdays 6:10-8:55 pm, 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.

BC: Fulfillment of General Education Requirement: The Visual and Performing Arts (ART).

Not offered during 2024-2025 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 Africana/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.

BC: Fulfillment of General Education Requirement: Historical Studies (HIS).

Not offered during 2024-2025 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 2024-2025 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. 4.00 points.

Prerequisites: Enrollment limited to 18 students.

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. 4.00 points.

Love and sex have long been studied as historical constructs influenced by social, political, and economic dimensions. This course aims to expand this discourse by incorporating the often-overlooked lens of technological mediation. Beginning with the premise that romantic love is deeply shaped by the affordances of the technology of the time, a critical awareness of technological mediation in romance—especially of digital technologies, i.e. online dating, social media, or cybersex—allows for a deeper understanding of how social categories such as gender, race, class, ability, or sexuality are technologically-mediated, thereby informing our societal and cultural perceptions of love, dating, and sex. Sandra Moyano-Ariza is Term Assistant Professor of WGSS and Research Director at BCRW. Her research works at the intersection of pop culture, philosophy, and digital technologies, with interests in the fields of media studies and digital scholarship, contemporary feminist theory, critical race theory, posthumanism, and affect theory

WMST BC3134 Unheard Voices: African Women's Literature. 4 points.
BC: Fulfillment of General Education Requirement: Cultures in Comparison (CUL)., BC: Fulfillment of General Education Requirement: Literature (LIT).
Not offered during 2024-2025 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 BC3138 AFFECT AND ACTIVISM. 4.00 points.
From love to anger to disappointment to hope, political activism mobilizes emotions towards certain ends but also generates new affective states and feelings along the way. This advanced seminar will familiarize students with feminist, anti-racist and queer scholarship on affect, feelings and emotion as intrinsic to politics and as crucial for understanding how political thought and action unfold in contingent and often unexpected ways. Mixing theoretical and cultural texts with case studies, we will look at how affect permeates structures of power and domination, embodiment and identity, and collective activist projects concerned with gender and sexual liberation. Students will have an opportunity to read theories of affect as well as to "read" activist movements for affect by working with archival documents (such as zines, manifestos, and movement ephemera) and other primary sources (such as memoir, photography and documentary film)

Spring 2025: WMST BC3138

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3138	001/00022	T 12:10pm - 2:00pm 318 Milbank Hall	Manijeh Moradian	4.00	14/14

WMST BC3506 Memory, Childhood and Dictatorship. 4 points.
Not offered during 2024-2025 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.
BC: Fulfillment of General Education Requirement: Reason and Value (REA)., BC: Fulfillment of General Education Requirement: Historical Studies (HIS)., BC: Fulfillment of General Education Requirement: Ethics and Values.
Not offered during 2024-2025 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 2024-2025 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.
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.

WMST BC3513 CRITICAL ANIMAL STUDIES. 4.00 points.
"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 HIST APPROACHES FEMINIST QUES. 4.00 points.
Comparative study of gender, race, and sexuality through specific historical, socio-cultural contexts in which these systems of power have operated. With a focus on social contexts of slavery, colonialism, and modern capitalism for the elaboration of sex-gender categories and systems across historical time

Fall 2025: WMST BC3514

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3514	001/00744	T 12:10pm - 2:00pm 113 Milstein Center	Elizabeth Duggan	4.00	19/20

WMST BC3518 STUDIES IN U.S. IMPERIALISM. 4.00 points.
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 domination and struggle

WMST BC3519 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex. 4 points.**Not offered during 2024-2025 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 BC3530 FEMINIST MEDIA THEORY. 4.00 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. Prerequisite: Either one introductory WGSS course or Critical Approaches to Social and Cultural Theory or Permission of the Instructor

WMST BC3599 Independent Research. 3-4 points.**WMST BC3814 ACTIVISM # INQUIRY LAB A. 1.00 point.**

This lab course is an optional addition to the WGSS junior colloquia courses "Theorizing Feminist Activisms" and "Feminist Inquiry"; students must take one of those courses simultaneously with this lab. The lab gives students an opportunity to gain practical experience with one or more qualitative research methods that are frequently used in feminist and gender studies. It will be particularly valuable as groundwork for senior thesis research, but all students enrolled in Theorizing Activisms or Feminist Inquiry are encouraged to take the lab to deepen their understanding of practical and ethical issues in conducting research in support of social change

WMST BC4303 Gender, Globalization, and Empire. 4 points.

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 G4440 Gender and Affective Politics: Hate, Fear and Love in the MENA region. 4 points.

The course will examine how masculinities and femininities are produced, remade, expressed and negotiated through theories of materiality and affect and relate them to relevant ethnographic examples of such processes (for example masculine soundscapes and edible portraits of Egypt's President Abdel Fattah al-Sisi on chocolate pralines). We will explore gender in relation to the multifaceted dynamic processes unfolding in North Africa in the aftermath of earlier political fluxes, as well as today's instabilities and unrest and tomorrow's politics. Materiality and non-discursive forces, what can be called *affective politics*, impact our sense of belonging and desire for comfort in times of chaos, religious and political instability. Specifically we will focus on forces of affect and the material aspects of its public manifestation—the materiality of affect—through tangible manifestations of affects of passion: hate and love: two opposed but interlinked "emotions of revolution", as well as their sibling, fear. The same material experiences can produce materialized emotions such as love or hate depending on specific political and social positioning within the larger polity. Passion is at once a phenomenological state and an extremely fluid currency of social, political and economic transaction. The experience of passion morphs continuously, changing valence while passing from hand to hand, body to body, circumstance to circumstance.

WMST GR6001 THEORETICAL PARADIGMS. 4.00 points.

Theoretical Paradigms in Feminist Scholarship: Course focuses on the current theoretical debates of a particular topic or issue in feminist, queer, and/or WGSS scholarship. Open to graduate students, with preference given to students completing the ISSG graduate certificate. Topics differ by semester offered, and are reflected in the course subtitle. For a description of the current offering, please visit the link in the Class Notes

WMST GR6165 The Sexual Difference of Psychoanalysis (Freud, Lacan, Cixous, Kofman et al.). 4 points.

Psychoanalysis makes a difference.

This difference is both at its most fragile and most flagrant when it comes to *sexuality*. Since its invention by Freud, psychoanalysis may be seen as a place where sexuality, the difference that it makes in respect to any other determination of the "human"—philosophical, social, historical, or scientific—as well as the difference and differences that occur with and as the sexual, can invent their own language or speak in their own voice. And it cannot be excluded that these, language, voice, and speaking, appear in the name of a criticism or refusal of the very concepts linked to "sexual difference."

This seminar presents an occasion to read or reread some of the classical psychoanalytic texts on sex, sexuality, sexual difference, and sexuation as well as their commentaries, criticisms, or refutations.

The French contributions to this complex since the 1960s, coming from psychoanalysis as well as from philosophy and literature, have been extremely rich. Therefore, particular attention will be paid to some of these contributions.

WMST GR8001 GRAD STUDENT # FACULTY COLLOQ. 1.00 point.

This is a course is oriented to graduate students who are thinking about issues in teaching in the near and distant future and want to explore forms of pedagogy. The course will ask what it means to teach “as a feminist” and will explore how to create a classroom receptive to feminist and queer methodologies and theories regardless of course theme/content. Topics include: participatory pedagogy, the role of political engagement, the gender dynamics of the classroom, modes of critical thought and disagreement. Discussions will be oriented around student interest. The course will meet 4-5 times per SEMESTER (dates TBD) and the final assignment is to develop and workshop a syllabus for a new gender/sexuality course in your field. Because this course is required for graduate students choosing to fulfill Option 2 for the Graduate Certificate in Feminist Studies at IRWGS, priority will be given to graduate students completing the certificate

WMST GR8010 Advanced Topics: Significant Others. 2 points.

What is the relationship between homoeroticism and homosociality? How does this relationship form conceptions of gender and sexuality in ways that might be historically unfamiliar and culturally or regionally specific?We pursue these questions through the lens of friendship and its relationship to ideas and expressions of desire, love, and loyalty in pre-modern times.We begin by considering the intellectual basis of the modern idea of friendship as a private, personal relationship, and trace it back to earlier times when it was often a public relationship of social and political significance.Some of these relationships were between social equals, while many were unequal forms (like patronage) that could bridge social, political or parochial differences.Thinking through the relationships and possible distinctions between erotic love, romantic love and amity (love between friends), we will draw on scholarly works from a variety of disciplinary perspectives, particularly philosophy, sociology, political theory, literature, history, and art history.We will attend to friendship's work in constituting, maintaining and challenging various social and political orders in a variety of Asian contexts (West, Central, South and East Asian), with reference to scholarship on European contexts.Primary source materials will include philosophy, religious manuals, autobiographies, popular love stories, heroic epics, mystical poetry, mirror for princes, paintings, material objects of exchange, and architectural monuments.

WMST GR9000 IND RES IN FEMINIST SCHOLARSHP. 3.00 points.

WMST GU4000 GENEALOGIES OF FEMINISM. 4.00 points.

Genealogies of Feminism: Course focuses on the development of a particular topic or issue in feminist, queer, and/or WGSS scholarship. Open to graduate students and advanced undergraduates, though priority will be given to students completing the ISSG graduate certificate. Topics differ by semester offered, and are reflected in the course subtitle. For a description of the current offering, please visit the link in the Class Notes

Fall 2025: WMST GU4000

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4000	001/10132	T 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Julia Bryan-Wilson	4.00	13/12

WMST GU4200 Temporality and Sexuality. 4 points.

If queerness, as José Muñoz put it, “exists for us as an ideality that can be distilled from the past and used to imagine a future,” we can ask about what comes next, what comes after the future? What queer understandings of time and place enliven the field of queer studies now? Where are we going, where have we been, what time is it and when will we get there? Temporality has become a major concern in studies of sexuality and gender in the last decade and this class sets out to explore why and with what impact? How do concerns about time and temporality rest upon assumptions about space and spatiality? How does a focus on time and temporality allow for or foreclose upon post-colonial questions of mimicry, authenticity, sequence and procession? What can a study of queer temporalities reveal about orientations, speed, embodiment, becoming, being, doing, touching, feeling, unbecoming? Finally, what does the focus on temporality allow us to think, say, see or imagine about the multiple points of intersection between race and sexuality in a global frame?

WMST GU4235 Indigenous Feminisms. 4.00 points.

Indigenous women, queers, trans- and Two Spirit people have been at the forefront of activism and resistance to state incursion into Indigenous lands and waters. This was evident most recently at Mauna Kea, a mountain sacred to Kanaka Maoli in Hawaii as women, trans and queer formed the first line of resistance and occupation against the construction of a 1000-meter telescope on the site. This is not unique, their voices, along with indigenous queer and feminist scholars, have been working to address issues as far-ranging as mascots, settler appropriation of indigenous cultures, missing and murdered indigenous women and girls, and the violence against indigenous urban youth. This seminar will consider how those indigenous feminist, queer, and Two Spirit scholars have theorized gender, sexuality, race, and colonialism, alongside issues of land, water and sovereignty. We will read works that consider how indigeneity challenges how gender and sexuality are expressed in the context of settler colonialism and racial capitalism

WMST GU4275 Medea Goes to Court. 4 points.

Medea has, like many of her Greek counterparts, proven a pivotal figure for sharply contrasting interpretations of her roles as woman, mother, wife, deity, immigrant, and murderer. This course explores facets of Medea the character and Medea the play in light of today's politics and with the aim of understanding the extent of Euripides' feminism in its ancient Greek context. How are we to judge Medea, the character and Medea the play? What do we make of the question of justice, of a woman's honor and her claim to reason well in a culture of misogyny, both then and now? Might Medea herself go to court in our times?

This course pursues these and many other questions in a seminar jointly taught by Patricia Dailey and Lisa Dwan. This seminar has the dual purpose of engaging in depth with the stage and literary traditions of Medea while preparing the terrain for the writing of a new Medea by Lisa Dwan and Margaret Atwood. With this in mind, students will be readings relevant selections by Atwood (poetry, fiction, essays) to better understand Atwood's feminism and astute portrayals of the complexity of gender in contemporary culture.

WMST GU4300 Queer Theory/ Visual Culture. 4 points.

This class will ask you to read a set of theoretical essays and social science studies in order to think deeply about sexuality, identity, desire, race, objects, relationality, being, knowing and becoming. We will consider sexuality, desire and gender not as a discrete set of bodily articulations, nor as natural expressions of coherent identities so much as part of the formulation of self that Avery Gordon names “complex personhood.” Over the course of the semester, we will explore new and old theories of queer desire alongside a history of queer cultural production.

WMST GU4302 The Second Wave and Jewish Women's Artistic Responses: 1939-1990. 4 points.

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 GU4310 CONTEM AMER JEWISH WOMEN'S LIT. 4.00 points.

Prerequisites: Enrollment limited to 15 students. Sophomore standing. The seminar will focus on trends that have emerged over the past three decades in Jewish American women's writing in the fields of memoirs, fiction and Jewish history: the representation and exploration through fictive narratives of women's experiences in American Jewish orthodox communities; reinterpretation of Jewish history through gender analysis; the recording of migration and exile by Jewish women immigrants from the former Soviet Union, Morocco, Iran, and Egypt; and gender transformations. Texts will be analyzed in terms of genre structures, narrative strategies, the role of gender in shaping content and Jewish identity, and the political, cultural and social contexts in which the works were created. The course aims for students to discuss and critically engage with texts in order to develop the skills of analytical and abstract thinking, as well as the ability to express that critical thinking in writing. Prerequisites: Both one introductory WGSS course and Critical Approaches to Social and Cultural Theory, or Permission of the Instructor

WMST GU4317 ADVANCED TOPICS. 4.00 points.

This course explores transcontinental connections across Africa, Asia, and the Americas as forged in the practices and movements of peoples, in the context of global colonial and postcolonial orders. We will consider the intersections, crossings, and collaborations of different communities of the global South across these continents in the course of their social, cultural, and political struggles to shape and transform the worlds they live in. We will ask, how might different narratives of these global South connections contribute to our imagination and practice of global resistance and transformation? Topics include: colonialism, capitalism, imperialism, Third Worldism, feminism

WMST GU4325 Embodiment and Bodily Difference. 4 points.

At once material and symbolic, our bodies exist at the intersection of multiple competing discourses, including the juridical, the technoscientific, and the biopolitical. In this course, we will draw upon a variety of critical interdisciplinary literatures—including feminist and queer studies, science and technology studies, and disability studies—to consider some of the ways in which the body is constituted by such discourses, and itself serves as the substratum for social relations. Among the key questions we will consider are the following: What is natural about the body? How are distinctions made between presumptively normal and pathological bodies, and between psychic and somatic experiences? How do historical and political-economic forces shape the perception and meaning of bodily difference? And most crucially: how do bodies that are multiply constituted by competing logics of gender, race, nation, and ability offer up resistance to these and other categorizations?

Spring 2025: WMST GU4325

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 4325	001/00035	F 1:10pm - 3:00pm 119 Milstein Center	Margot Kotler	4	12/20

WMST GU4336 GENDER AND SEXUALITY IN YIDDISH LITERATURE. 4.00 points.

Early publications in Yiddish, a.k.a. the mame loshn, ‘mother tongue,’ were addressed to “women and men who are like women,” while famous Yiddish writer, Sholem Aleichem, created a myth of “three founding fathers” of modern Yiddish literature, which eliminated the existence of Yiddish women writers. As these examples indicate, gender has played a significant role in Yiddish literary power dynamics. This course will explore representation of gender and sexuality in modern Yiddish literature and film in works created by Sholem Aleichem, Sholem Asch, Fradl Shtok, Sh. An-sky, Malka Lee, Anna Margolin, Celia Dropkin, Isaac Bashevis Singer, Kadya Molodowsky, Troim Katz Handler, and Irena Klepfisz. You will also acquire skills in academic research and digital presentation of the findings as part of the Mapping Yiddish New York project that is being created at Columbia. No knowledge of Yiddish required

WMST GU4350 Performing feminist activism in Contemporary Latin America. 4 points.

This course explores different ways in which feminist artists and activists use performance to spark social change in Latin America. Using feminism and performance studies as critical lenses, this course addresses how performative actions can challenge patriarchal systems in neoliberal times. We begin the course by reviewing key texts to discuss the key terms “feminisms”, “performance” and “activisms” Then, the course turns to an examination of contemporary feminist activism in Latin America, including the #niunamernos movement in Argentina, the 2018 feminist tsunami in Chile and the work of Mujeres Creando in Bolivia. In each session, we will discuss the performative strategies activists use to denounce, protest and resist dominant discourses of power, neoliberalism and gender violence, searching to trace connectivities and fractures among different contemporary feminist activist movements across Latin America.

WMST GU4506 Gender Justice. 3 points.

This course will provide an introduction to the concrete legal contexts in which issues of gender and justice have been articulated, disputed and hesitatingly, if not provisionally, resolved. Readings will cover issues such as Workplace Equality, Sexual Harassment, Sex Role Stereotyping, Work/Family Conflict, Marriage and Alternatives to Marriage, Compulsory Masculinity, Parenting, Domestic Violence, Reproduction and Pregnancy, Rape, Sex Work & Trafficking. Through these readings we will explore the multiple ways in which the law has contended with sexual difference, gender-based stereotypes, and the meaning of equality in domestic, transnational and international contexts. So too, we will discuss how feminist theorists have thought about sex, gender and sexuality in understanding and critiquing our legal system and its norms.

WMST OC3550 WOMEN # SOCIETY - SEX-TRADE ECONOMY. 3.00 points.

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

Prerequisites: 5 semesters of college-level French or the equivalent. This course is taught in French. Eligibility: This course is open to undergraduates, graduate students, and visiting students Based on an interdisciplinary, intersectional, subalternist and post-colonial approach, this course is a general introduction to the history, sociology and anthropology of the economy of the sex-trade in Africa, America, Asia and Europe from the early nineteenth century to today. It aims to clarify: 1) the historiographical situation by questioning and analyzing the French regulatory system and its many avatars in Europe, the United States and in the colonial world, but also questioning the backlash to this system that consisted firstly of the abolitionist (born in England in the second half of the nineteenth century) and then the prohibitionist movements; 2) The relationship between class, "race" and gender in the sex market via issues of human trafficking and sex tourism in Europe, America, Africa and Asia; 3) The socio-economic issue - and its political connections – in the economy of sex with particular attention to individuals (prostitutes versus sex workers), their voices, their legal status, and even their mobilization (rallies and demonstrations, community collectives and trade unions, political and / or literary publications), but also the many heated debates that these demands for recognition and these mobilizations have provoked in places as diverse as France, the Netherlands and India to take only three specific examples in the world covered in the course. To enroll in this course, you must apply to the Columbia Summer in Paris Program through the Center for Undergraduate Global Engagement (UGE). Tuition charges apply; scholarships available. Please note the program dates are different from the Summer Term B dates

WMST S3112D Feminist Theory: Reading the Body. 3 points.
Not offered during 2024-2025 academic year.

This course is an interdisciplinary introduction to key concepts and analytical categories in Feminist Theory through a focus on "reading the body." How do we define "deviant" bodies and which bodies get to count as "normal"? How does our understanding of Nature and Culture, authenticity and artifice structure our beliefs about the body and gender, sexuality, ethnicity and race? The course will explore a range of topics, including: Racial politics and reproductive justice; Discipline, power, and the modern body; "Somatechnics," cosmetic surgery, and other forms of body modification; Gender-based violence, activism, and narratives of trauma; Diseased bodies, hysteria, and psychoanalysis; Transnational bodies and the politics of labor and migration; Queer politics, utopia and futurity. Class will be supplemented by excursions to the theater (including "Eclipsed" on Broadway) and NYC museums. This course fulfills the Feminist Theory requirement for the Columbia major in Women's, Gender, and Sexuality Studies.

WMST SD Writing Women. 3 points.
Not offered during 2024-2025 academic year.

This course has a dual focus: to explore the work of women writers of the 18th century to the present and also to grapple with the ways in which women, gender and sexuality are written and represented in a range of literary, cultural, and historical texts. This course fulfills the elective requirement for the Women's, Gender, and Sexuality major, providing a solid introduction to key concepts and analytical categories in women's, gender, and sexuality studies. The course not only interrogates the category of "Women," but also grapples with gender in its complex intersection with other systems of power and inequality, including: sexuality, race and ethnicity, class and nation. Authors will include: Christine de Pizan, Assia Djebar, Chimamanda Ngozi Adichie, Virginia Woolf, Marjane Satrapi, Alison Bechdel, Harriet Jacobs, Sapphire, Toni Morrison.

WMST UN1001 INTRO-WOMEN # GENDER STUDIES. 3.00 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 2025: WMST UN1001

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 1001	001/11783	M W 6:10pm - 7:25pm 313 Fayerweather	Shuli Branson	3.00	73/75

WMST UN2340 Women, Power, and Popular Music. 3.00 points.

From blues singers to girl groups, pop divas to hip-hop icons, women are central to the histories of popular music. The musical landscape of the past century would be unrecognizable without the contributions of women including Billie Holiday, Ella Fitzgerald, Aretha Franklin, Dolly Parton, Celia Cruz, Queen Latifah, Lady Gaga, Lauryn Hill, Beyoncé, Nicki Minaj, and Cardi B. Women, Power, # Popular Music develops modes of feminist listening to a range of music, including the blues, spirituals, jazz, gospel, traditional music, pop, rock, R#B, soul, salsa, country, hip-hop, and crossover music. The course's primary focus will be attending to sounds, words and images with an ear to themes of voice, power, presence, and representation. Students will develop a critical vocabulary and practice a variety of modes of hearing and analyzing the meanings and effects of popular music. By examining popular music in relation to intersections of gender, sexuality, race, ethnicity, disability, the body, class, politics, and activism, students will examine a wide repertory of music by using a variety of analytical "sieves," refining and enriching their musical experience as critically astute listeners and writers. The course weaves together close listening with some of the central writings on women musical artists, listening, and feminist theory through seminar-style discussion and written work. Students will develop skills in hearing popular music through critically aware ears and will reflect upon popular music and the discourse about it through close listening and viewing, discussion of assigned readings, recordings, and videos, and writing projects

WMST UN3125 INTRO TO SEXUALITY STUDIES. 3.00 points.

This course is designed to introduce major theories sexuality, desire and identity. We will be considering the relations between the history of sexuality and the politics of gender. We will read some primary texts in gender theory, and in the study of sexuality, desire, and embodiment. This course also provides an introduction to the interdisciplinary examination of human sexual and erotic desires, orientations, and identities. We will study how desires are constructed, how they vary and remain the same in different places and times, and how they interact with other social and cultural phenomena such as government, family, popular culture, scientific inquiry, and, especially, race and class.

WMST UN3200 QUEER THEORY. 4.00 points.

This class will ask you to read a set of novels, theoretical essays and social science studies in order to think deeply about sexuality, identity, desire, race, objects, relationality, being, knowing and becoming. We will consider sexuality, desire and gender not as a discrete set of bodily articulations, nor as natural expressions of coherent identities so much as part off the formulation of self that Avery Gordon names "complex personhood." Beginning with a recent film from the UK that rereads queerness back through a history of labor and ending with a recent film made entirely on the iPhone and that stages queerness as part of an alternative articulation of Hollywood, we will explore new and old theories of queer desire.

Through the readings, discussions, and assignments, you will develop critical analytical skills to consider social change movements with particular attention to how sex, gender, race, class, sexuality, sexual orientation, and other systems of power shape people's everyday lives. We will trace the intersection of histories of labor, medicine, representation and activism and we will ask difficult questions about assimilation, mainstreaming, globalization and pink capitalism.

WMST UN3225 TRANSGENDER STUDIES - THEMES AND TOPICS. 3.00 points.

This course introduces the interdisciplinary field of transgender studies. While we will read about gender variable bodies within a long historical arc, the categories of both "transsexual" and "transgender" are recent social constructions. How did the many different forms of gender variance resolve into these singular forms and what has been lost in the medical and legal narrowing of gender variance to only these forms? Can we make any connections between witches in the 17th century (often accused on the grounds of cross-gender identification), mollies and dandies in the 19th century (often marked as effeminate), inverts in the late 19th and early 20th century and later constructions that assemble under the banner of "trans*"? Many academic disciplines-- including anthropology, history, gender studies, literary studies, and gay and lesbian/queer studies--have studied transgender identities, bodies and communities, but only very recently has the field become institutionalized in the academy as a discipline "Transgender Studies." In this course we examine the ongoing development of the concept of transgender as it is situated across social, cultural, historical, medical, and political contexts. Along the way, we will try to answer some fundamental questions: when did trans* emerge as a distinct social formation? What might be the differences between the understanding of gender variance in the second half of the 20th century and formulations of the phenomena of cross-dressing and passing and transvestism in earlier periods? Is the term "transgender" applicable to non-Western and previously occurring embodiments and practices?

WMST UN3265 Queer # Trans Migration. 3.00 points.

Queer # Trans Migration places a special emphasis on queer, transgender, and gender nonbinary global migrant experiences and how these expand conceptions such as citizenship and diaspora alongside sexuality, gender, race, indigeneity and class. This course will ask: how do queer, transgender and feminist studies offer critical insights on - and inform politics regarding - issues of forced displacement, migration, citizenship, national belonging and global rights? Students will engage with ethnography, history, fiction, and digital media to explore the multi-dimensional phenomenon of (internal and transnational) queer, transgender and gender nonbinary migration. The course gives special attention to viewpoints from the global South and to New York City as a queer migrant nexus. Students will develop their expertise on course themes through their own digital ethnographic research projects, that can include observation of social media and other virtual spaces for queer, transgender, and non-binary communities in diaspora. Throughout the course, they will put their research in conversation with queer and feminist theory from interdisciplinary perspectives that draw attention to the ways migration and citizenship is entwined with sexuality, gender, race, settler colonialism, indigeneity, Blackness, and political economy. In class dialogue and readings will allow students to consider the implications of such analysis for political and cultural movements related to migration, and how these politics play out in everyday life, from language to love and desire

WMST UN3311 FEMINIST THEORY. 4.00 points.

Prerequisites: Feminist Texts I, or II, and the instructor's permission. This course explores the formation of desire, sexuality, and subjectivity through the frameworks of feminist epistemologies (the question of what we can know) and feminist ethics (the question of how to be responsible within our relationships and local and global communities). We will reflect on the tension between the limits of what we can know about ourselves and others and the imperative to care for each other and remain accountable for our individual and collective actions and inaction. We will investigate how our deepest emotions, intimate encounters, and secret fantasies are formed by larger social and political contexts. In turn, we will also question how these intimate relationships with ourselves and our companions may be seen as feminist acts of resistance, disruption, and creation. Objective I: to closely engage diverse feminist perspectives in late-twentieth- and twenty-first-century phenomenology, existentialism, Marxism, queer theory, critical race theory, and psychoanalysis. Objective II: to begin to locate your own feminist perspective within the intersection of your unique experiences and the larger historical and social contexts that form you and which you may seek to transform

Fall 2025: WMST UN3311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3311	001/00158	Th 4:10pm - 6:00pm 308 Diana Center	Marisa Solomon	4.00	15/15

WMST UN3312 THEORIZING ACTIVISM. 4.00 points.

Considering local, national, and international activist case studies through social movement theories, we work together to understand what activism looks like, the people who engage in it, how activist messages are constructed, and how visions of transformation are developed. Prerequisite: Either one introductory WGSS course or Critical Approaches to Social and Cultural Theory or Permission of the Instructor

WMST UN3335 Gender and Wars: Perspectives from the Global South. 3 points.

Wars are salient features of globalization. But, how can we understand the relationship between gender and war? How do notions of masculinities and femininities operate in the organizing, waging, protesting, and commemorating war? Starting from the premise that gender is crucial to explaining what happens in national revolutionary wars, postcolonial conflicts and civil wars, peacekeeping and humanitarian interventions, and the social and personal aspects when wars come to an end; this course considers a transnational feminist analysis to reflect on the relationship between gender and militarism. It pulls together literature from different disciplinary fields to explore the gendered dimensions of wars of national liberation, armed conflicts, wartime gender based/sexual violence, politics of victimhood, anti-war activism, resistance and agency. We will pay particular attention to case studies from the global South.

The gendered analyses of war will be explored from a multi-disciplinary framework including history, anthropology, sociology, political science, international relations, philosophy, literature and film. We will utilize film, journalistic accounts, ethnographic narratives and other resources to explore the complex ways in which people, especially men and women experience and respond to wars differently.

WMST UN3345 Reframing Gender Violence: Global Agendas. 3 points.

Over the past couple of decades, violence against women (VAW) and gender-based violence (GBV) have come to prominence as loci for activism throughout the world. Both VAW and GBV regularly garner international media attention and occupy a growing place in international law and global governance. Since 2000 alone there have been more than 25 UN protocols, instruments and conventions directed at its eradication or mitigation. By embedding gendered violence in a complex matrix international norms, legal sanctions, and humanitarian aid, the anti-VAW movement has been able to achieve a powerful international "common sense" for defining, measuring, and attending to violence against women in developing countries, particularly during conflict and post-conflict situations. When invoked in the halls of the United Nations and used to shape international policy, the terms violence against women (VAW) and gender-based violence (GBV) are often assumed to have stable meanings; yet they do not. What do different parties mean when they talk of violence against women or of gender-based violence? What is left out when the problem is framed in particular ways, and whose interests are served by such framings?

Religion, culture, and ethnicity are often linked to gendered violence with entire groups pathologized. Women in conflict situations are abstracted from their local contexts while the conflicts themselves are insistently localized. The definition of VAW or GBV is narrowed to attacks on bodily integrity, with economic, political and structural forms of violence increasingly excluded from the frames.

This course will explore transnational feminist debates about gender-based violence and examine the critical concepts being developed within the scholarly literature to question this "common sense." What are the elisions and exclusions in many common-sense understandings of these terms? Can we deepen the ways in which we engage with the manifestations and causes of such violence?

We will proceed through close readings of the texts of the key feminist thinkers, researchers, and activists who are contributing to the critical analysis of the dynamics and history of this international agenda. We pay special attention to place-based research on the applicability and deployment of particular approaches to gender-based violence as found in human rights work, humanitarianism, philanthrocapitalism, and the proliferating organizations, governmental and nongovernmental, around the world that promote girls' and women's rights and freedom from violence. Case studies will focus mostly on the Middle East, South Asia, and Africa.

This course is open to advanced undergraduates with preference given to WGS majors and those with previous coursework on the relevant regions. By permission, cap of 20.

WMST UN3450 Topics in Sexuality and Gender Law. 3 points.

As society shifts in its views about sexuality and gender, so too does the law. Indeed, legal developments in this area have been among the most dynamic of the past couple of decades. Yet law does not map easily or perfectly onto lived experience, and legal arguments do not necessarily track the arguments made in public debate.

In this seminar, we will explore the evolving jurisprudence of sexuality and gender law in a variety of areas. Our goal throughout the semester will be to understand and think about these issues as lawyers do - with our primary focus on understanding and evaluating the arguments that can be made on both (or all) sides of any particular case, with some attention to the factors outside of the courtroom that might shape how courts approach their work. Related to this, we will also seek to understand how and why some of the jurisprudence has changed over time.

WMST UN3521 SENIOR SEMINAR I. 4.00 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 the instructor and the advisor. Students receiving a grade of B or higher in Senior Seminar I will be invited to register for Senior Seminar II by the Instructor and the Director of Undergraduate Studies. Senior Seminar II students will complete a senior thesis of 40-60 pages. Please note, the seminar is restricted to Columbia College and GS senior majors

Fall 2025: WMST UN3521

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3521	001/10131	T 4:10pm - 6:00pm 754 Ext Schermerhorn Hall	Elizabeth Povinelli	4.00	2/10

WMST UN3522 SENIOR SEMINAR II. 4.00 points.

Individual research in Womens 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 2025: WMST UN3522

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3522	001/14143	T 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Elizabeth Povinelli	4.00	4/15

WMST UN3525 Senior Seminar I (Barnard). 4.00 points.

Prerequisites: Permission of instructor. Enrollment limited to senior majors.

Student-designed capstone research projects offer practical lessons about how knowledge is produced, the relationship between knowledge and power, and the application of interdisciplinary feminist methodologies

Fall 2025: WMST UN3525

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3525	001/00162	Th 10:10am - 12:00pm 613 Milstein Center	Manijeh Moradian	4.00	8/9
WMST 3525	002/00163	Th 2:10pm - 4:00pm 913 Milstein Center	Alexander Pittman	4.00	7/8

WMST UN3526 SENIOR SEMINAR II. 4.00 points.

Prerequisites: Permission of instructor. Enrollment limited to senior majors.

Prerequisites: Permission of instructor. Enrollment limited to senior majors. Individual research in Womens 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 2025: WMST UN3526

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3526	001/00748	W 4:00pm - 6:00pm 407 Barnard Hall	Elizabeth Bernstein	4.00	10/10

Fall 2025: WMST UN3526

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3526	001/01195	M 3:10pm - 5:00pm Room TBA	Rebecca Jordan-Young	4.00	1/1

WMST UN3600 THE POLITICS OF FOOD. 4 points.

Who is food for? The simple answer is that food is for everyone, yet a close look at the stories we tell reveals that, actually, food is not for everyone. In our novels, nonfiction, films and even in our manifestoes, some people eat and some provide food; some appetites must be unleashed and others, regulated and controlled; and some people—some people are food. Instead of a benign arena for the imagination and enactment of universal rights, food thus exposes “universal” “human” and “rights” as crucial and deeply contested terrains of raced and

gendered power. This economy of exchange, of consumption and deprivation, of the satiation of some bodies through devourment of others, of the invisibility of some hungers and the criminalization of some appetites, are all aspects of our founding narrative. These relations define the past and have also come to define our time. In this seminar, will explore the ways that we imagine food and narrate acts of feeding and eating as a means of examining both the historical enactments and contemporary mechanisms of power.

WMST UN3655 Gender and Public Health: Disparities, Pathways, and Policies. 3.00 points.

This seminar provides an intensive introduction to critical thinking about gender in relation to public health. We begin with a rapid immersion in social scientific approaches to thinking about gender in relation to health, and then examine diverse areas in which gendered relations of power – primarily between men and women, but also between cis- and queer individuals – shape health behaviors and health outcomes. We engage with multiple examples of how gendered social processes, in combination with other dimensions of social stratification, shape health at the population level. The overarching goal of this class is to provide a context for reading, discussion, and critical analysis to help students learn to think about gender – and, by extension, about any form of social stratification – as a driver of patterns in population health. We also attend consistently to how public health as a field is itself a domain in which gender is reproduced or contested

WMST UN3785 Narrating Rape: Literature, Gender and Violence. 4 points.

(Seminar). Despite the fact that gender-based violence destroys the frameworks of identity and community, testimony and truth, memory and justice, rape has been a fundamental and globally pervasive literary and artistic theme and trope, often the very act that engenders representation, narrative and plot. This seminar will explore how rape has been imaged, written and told in the face of its unspeakability and the silences surrounding it, and how the act of bearing witness can become an act of resistance, rebuilding voice, subjectivity and community. Literary texts will be read alongside feminist theoretical work on gender-violence, embodiment, trauma, testimony and law.

Requirements: class attendance and participation, weekly one-page postings on the readings, two 8-10 page papers.

Application instructions:E-mail Professor Marianne Hirsch (mh2349@columbia.edu) with the subject heading "Narrating Rape seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course. Admitted students should register for the course; they will automatically be placed on a wait list from which the instructor will in due course admit them as spaces become available.

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 UN3813 Knowledge, Practice, Power. 4.00 points.

Prerequisites: WMST V1001 and the instructor's permission. Knowledge, Practice, Power is a practical and multi-disciplinary exploration of research methods and interpretive strategies used in feminist scholarship, focusing on larger questions about how we know what we know, and who and what knowledge is for. Open to non-majors, but sophomore and junior majors in Women's, Gender, and Sexuality Studies (WGSS) are encouraged to enroll in this course as preparation for Senior Seminar I. This course is required for students pursuing the concentration or minor in Feminist/Intersectional Science and Technology Studies. Prerequisite: Either one introductory WGSS course or Critical Approaches to Social and Cultural Theory or Permission of the Instructor

Spring 2025: WMST UN3813

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3813	001/00033	M 2:10pm - 4:00pm 407 Barnard Hall	Sandra Moyano-Ariza	4.00	17/18

WMST V3112 Feminist Texts II. 0 points.

Contemporary issues in feminist thought. A review of the theoretical debates on sex roles, feminism and socialism, psychoanalysis, language, and cultural representations

WMST V3125 Introduction to Sexuality Studies. 4 points.

Not offered during 2024-2025 academic year.

Sexuality is often taken to be a natural and unchanging element of individual life. In this course, we seek to examine ways in which sex is both social and political. That is to say, sexuality has different meanings in different contexts, and it has different effects in terms of power relations within the social order. To this end, we will examine 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. We begin with a historical examination as to how sexuality has been defined as a natural component of self by early sexologists and eugenicists, paying careful attention to their contemporary legacies. We continue this historical overview through an examination of early scholars who increasingly argued that sexuality has a social basis, culminating in the theoretical analyses of Foucault. The first part of this course thus seeks to historically situate and denaturalize some of the basic concepts we tend to take for granted, including that of "sexuality" itself. In the second part of the course, we will consider the state of sexual politics within the contemporary United States, focusing upon key arenas of political struggle including sex education, prostitution, and homosexuality.

WMST V3137 Feminist Sexual Politics in Historical Perspective. 4 points.**Not offered during 2024-2025 academic year.**

Why, and in what ways, has sex been a central issue for feminism throughout its history? How have feminist attitudes towards sex changed over time, and how did attitudes vary amongst feminists themselves? What connections did feminists make between sexual reform, women's rights, and broader social, political, and economic change? And what are the legacies of past feminist sexual politics for the present day? This course addresses these questions by exploring the history of feminist sexual politics in Europe over the course of the "long nineteenth century," that is, between the years 1789 and 1918, and will focus on developments in Britain, France, and Germany. From the French Revolution to the achievement of women's suffrage, we will examine feminists' writings on and activism surrounding sex and sexuality to understand how definitions of "sex," "feminism," and "sexual politics" changed over time, and how issues of class and race shaped feminist sexual politics. We will also analyze contradictions, tensions and continuities within diverse feminist approaches to sexuality, and assess similarities and differences amongst feminists from different national backgrounds. Furthermore, by adopting a focus on feminism and sexuality, this course offers a unique lens on the major "world historical" events of modern European history.

WMST V3140 Race and Sexuality: Black Queers. 4 points.**Seminar. Not offered during 2024-2025 academic year.**

Prerequisites: the instructor's permission. Application instructions: women's and gender studies majors and concentrators should e-mail Professor Marcellus Blount (mb33@columbia.edu) with the subject heading "Race and Sexuality seminar." In your message, include basic information: your name, school, major, year of study, and relevant courses taken, along with a brief statement about why you are interested in taking the course.

This undergraduate seminar draws upon feminist, African American, and queer theories and cultural practices to explore the relations of male masculinity and queer subjectivities. We will use literature and film, primarily, to provide a critique of normative notions of the binary oppositions of "black" and "gay" that oversimplify the complex social formations that structure racial and queer representations. We will attempt to find a way into discussions of how sexuality studies can enhance discussions of race and gender within the context of African American artistic forms. Cultural theorists include Judith Butler, Jack Halberstam, Karla Holloway, bell hooks, Kobena Mercer, and Robyn Wiegman. Writers and filmmakers will come from diverse canons, including the black feminist tradition of Mae V. Cowdery, Audre Lorde, Toni Morrison, and Dees Rees. This course will pay particular attention to the possibility of black queer texts and critical practices with an emphasis on deconstructing black masculinity through the languages of intimacy. Artists include Melvin Dixon, Thomas Allen Harris, Essex Hemphill, Issac Julien, Randall Kenan, Richard Bruce Nugent, and Marlon Riggs. One fifteen-page essay.

WMST UN3915 GENDER, SEXUALITY # POWER IN TRANSNATIONAL PERSPECTIVES. 4.00 points.

Enrollment limited to 15.

Prerequisites: Critical Approaches or the instructor's permission. This course considers formations of gender, sexuality, and power as they circulate transnationally, as well as transnational feminist and queer movements that have emerged to address contemporary gendered and sexual inequalities. Topics include political economy, global care chains, sexuality, sex work and trafficking, feminist and queer politics, and human rights. If it is a small world after all, how do forces of globalization shape and redefine the relationship between gender, sexuality, and powerful institutions like the state? And, if power swirls everywhere, how are transnational power dynamics reinscribed in gendered bodies? How is the body represented in discussions of nationalism and in the political economy of globalization? These questions will frame this course by highlighting how gender, sexuality, and power coalesce to impact the lives of individuals in various spaces including workplaces, the academy, the home, religious institutions, the government, and civil society, and human rights organizations. This course will enable us to think transnationally, historically, and dynamically, using gender and sexuality as lenses through which to critique relations of power and the ways that power informs our everyday lives and subjectivities

Fall 2025: WMST UN3915

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3915	001/10045	W 2:10pm - 4:00pm 754 Ext Schermerhorn Hall	Tara Gonsalves	4.00	13/15

WMST UN3311 FEMINIST THEORY. 4.00 points.

Prerequisites: Feminist Texts I, or II, and the instructor's permission. This course explores the formation of desire, sexuality, and subjectivity through the frameworks of feminist epistemologies (the question of what we can know) and feminist ethics (the question of how to be responsible within our relationships and local and global communities). We will reflect on the tension between the limits of what we can know about ourselves and others and the imperative to care for each other and remain accountable for our individual and collective actions and inaction. We will investigate how our deepest emotions, intimate encounters, and secret fantasies are formed by larger social and political contexts. In turn, we will also question how these intimate relationships with ourselves and our companions may be seen as feminist acts of resistance, disruption, and creation. Objective I: to closely engage diverse feminist perspectives in late-twentieth- and twenty-first-century phenomenology, existentialism, Marxism, queer theory, critical race theory, and psychoanalysis. Objective II: to begin to locate your own feminist perspective within the intersection of your unique experiences and the larger historical and social contexts that form you and which you may seek to transform

Fall 2025: WMST UN3311

Course Number	Section/Call Number	Times/Location	Instructor	Points	Enrollment
WMST 3311	001/00158	Th 4:10pm - 6:00pm 308 Diana Center	Marisa Solomon	4.00	15/15

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 W3151 Seminar in Sexuality, Gender, Health, and Human Rights. 4 points.

Prerequisites: introductory course in human rights or sexuality/gender studies, and the instructor's permission (please request application from csv1@columbia.edu)

This seminar uses the new scholarship on sexuality to engage with ongoing theoretical conversations and activism on sexuality, rights, gender, and health. Pressed by the increasing recognition of the importance of sexuality in a wide range of rights and advocacy work (for example, HIV/AIDS, sexual and reproductive health, and sexual violence), theorists and advocates alike have struggled with complex, sometimes fluid and elusive nature of sexuality. What is this "sexuality" in need of rights and health? How does it manifest itself across a range of persons and cultures? And how can culturally and historically situated work about sexuality inform and improve legal and advocacy interventions? The seminar also turns a critical eye on recent scholarship, in light of current issues raised by policy interventions and advocacy in many countries and cultures. Finally, the seminar aims to promote dialogue and exchange between academic, activist, and advocacy work.

WMST W3153 Sexing Art Sound. 4 points.

Open to all majors.

This course explores sound-based creative practices as sites where gender, race, and sexuality are always, and sometimes explicitly negotiated. We will study contemporary sound art that variously speaks to inequalities in canon-formation, participates in human rights movements of the late 20th and 21st centuries, and suggests feminist and queer readings of everyday sonic praxis. Readings in feminist theory, critical theory, art history, musicology, and media studies will guide in-class discussion of artworks accessed through on-line archives and New York-based installations. We will also review artist statements, exhibition catalogues, conference programs, on-line media, and journalistic articles. The seminar will address the following questions: What role do sound-based creative practices play in re-/de-/forming raced, gendered, and sexual subjects? What is the place of activism in sound-based arts engaged with feminist and queer politics? Can sound be feminist, queer, Afrofuturist? How should theorists of race, gender, and sexuality address sound in and out of the arts?

WMST V3915 Gender and Power in Transnational Perspective. 4 points. Not offered during 2024-2025 academic year.

How have development and globalization impacted (and attempted to impact) gender and sexuality around the world? How do gender and sexuality circulate across national, political, and technological borders in the contemporary era of neoliberal globalization? How has feminism itself become part of these increasingly complex cultural circulations, to women's benefit as well as detriment? In addition to linking together what Chandra Mohanty has described as the "One Third" and "Two Thirds" worlds, this discussion-based seminar seeks to reconnect the disparately gendered intimate and global spheres, situating the feminized "private" domains of love, sex, and caring within fields of action such as geopolitics and global political economy. How do formations of gender and sexuality shift when intimate relations are transnationalized? Does the globalization of intimacy exacerbate inequalities of gender, race, class, and nation, or might it also and simultaneously create unexpected opportunities to alleviate these? Under what circumstances does feminism itself get intertwined in circuits of gendered power? In the first part of this class, we will carefully examine issues of gender, sexuality, and development. In the latter, we turn increasingly toward issues of emotion and transnational intimate exchange and emotional labor while situating these encounters within the economic context we discussed in the first section.

WMST W3514 Historical Approaches to Feminist Questions. 4 points.

This class is an introduction to the debates on women that played a dominant role in both the philosophical and literary traditions of the European/Atlantic world from the classical period through the seventeenth-century. Beginning with the works of ancient political theory that actively debated women's political, social, and ethical position in society (chiefly Aristotle, Plato, and Plutarch), the course will address the pan-European books of "Good Women" that served as exemplary case studies, the *querelle des femmes* (or debate on women) that dominated political and humanist discourse of the sixteenth and seventeenth centuries, and the crucial importance of the political analogies between the household and the state and the marital and social contracts in the premodern world (and, indeed, in our own). We will study works from ancient Greece and Rome and medieval and early modern Italy, Spain, France, England, Ethiopia and Mexico, and topics ranging from domestic violence and political resistance theory to transvestitism and lesbianism.

WMST W3625 Memoir and Embodiment. 4 points.
Not offered during 2024-2025 academic year.

Recent decades have witnessed a flood of life writing about the body, much of it by women and much of it about experiences of illness and disability. This development represents a significant change, as autobiography has historically been reserved for the most accomplished and able-bodied among us. Our course will study the rise of what G' Thomas Couser calls "the some body memoir," asking how it revises traditional autobiography as it attempts to carve out literary space for voices and bodies that have not historically been represented in public. We will consider how these new memoirs talk back to doctors and other health care professionals who medicalize the disabled body, as well as social environments that stigmatize and exclude the ill and disabled. We will also ask how race and gender inform stories of illness and disability, as well as investigating differences between physical and mental illness and/or disability. Each week we will read one memoir, paired with other writings meant to prompt discussion and critical examination. In addition to more traditional academic writing, students will also have opportunities to experiment with their own life writing.

WMST W3880 History of Sex in the 'West,' 1789-1967. 4 points.

This course explores the importance of sexuality to modern histories of North America and Western Europe, with particular emphasis on the U.S. and U.K., and secondarily Canada, Germany and France. We will examine changing sexual cultures and their relationship to new gender norms from the late seventeenth century through the mid twentieth century. The emergence and ascendance of concepts of gender, the self, heterosexuality and homosexuality will be examined through political, intellectual, cultural, and social history. The course begins when new attitudes about individual privacy, equality, and freedom first took hold in ways that helped to define the "West" and "modern" attitudes about gender and sex. We will track the continual revisions to, and contestations over, this first sexual revolution through the 1960s, when celebrations and concerns about sexual liberation, hedonism, and the "decline of virtue" came to occupy the center of cultural debates. We will examine the ways in which the study of sexuality intersects with, and offers opportunities to re-think, other major topics in the histories of the 'West,' including the role of state regulation, and ideas about reproduction, racial categories, violence, pleasure and love.

WMST W3890 From Exclusion to Inclusion? Sexuality and Citizenship in American Politics. 4 points.

For much of the 20th century, the American political system excluded lesbians and gay men from full citizenship. This course seeks to understand the political and social forces shaping the transformation of these sex nonconformists from a pariah group into a viable social movement and eventually into a powerful constituency within the Democratic Party. Special emphasis will be placed on the state's role in defining lesbian and gay identities, the ways in which gender and racial diversity have shaped the LGB movement, and the role that partisan electoral strategies played in ushering sexuality to the center of American political conflict.

WMST W3900 Reading and Writing (on) the Body in the Francophone Middle Ages. 3 points.

In this course, we consider the body both as a site for textual production—the animal skin used to make medieval parchment—and as an object of representation in medieval francophone literature. How does the choice of literary genre inflect the presentation of gender? What characterized the corporeality of the medieval hero? How did writers depict themselves and the objects of their desire? When genitalia "speak for themselves," as in some the medieval fabliaux we will read, what do they say and whose desire do they express? Which bodies are clearly gendered and why? How does bodily metamorphosis intersect with sexual transgression and other kinds of gender trouble?

WMST W3916 Historical Approaches to Feminist Questions. 4 points.
Not offered during 2024-2025 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 W3922 The Jazz Age: fictional representations of Jewish-American and African-American women in the city. 4 points.
Not offered during 2024-2025 academic year.

The "Roaring 20s" evokes images of jazz, the flapper, cabarets, Harlem, the bohemian life of Greenwich Village, and a time of greater freedoms for women in the US. All of these images are associated with urban life and have clear racial, class, gender, and sexual connotations. In this course, we will be examining classic Jazz-Age Jewish-American and African-American fiction that presents "New Woman" female protagonists. We will be tracing the differences between the representation of the Jewish-American "New Woman" and the "New Negro Woman," while discussing what these differences might signify with respect to the positionality of Jewish and black women in the US.

WMST W3940 Queer Theories and Histories. 4 points.

This course examines a genealogy of contemporary debates in queer theory beginning with feminist debates on sexuality and power in the 1970s and moving through critical race theory, the rise of antinormativity, affect theory, and posthumanism. Will fulfill Feminist Theory requirement.

WMST W4300 Advanced Topics in Women's and Gender Studies. 4 points.**Not offered during 2024-2025 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 Carsten, 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 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.

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 2024-2025 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 2024-2025 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. 4.00 points.**WMST W4309 SEX, GENDER & TRANSGENDER QUERIES. 4.00 points.****WMST W4310 Contemporary American Jewish Women's Literature: 1990 to Present. 4 points.**

BC: Fulfillment of General Education Requirement: Literature (LIT).

Prerequisites: Enrollment limited to 15 students. Sophomore standing. Identifies trends in Jewish American women's writing of this period: integration of Jewish and feminist consciousness into Jewish women's mainstream writing; exploration through fictive narratives of women's roles in Jewish orthodox communities; recording of experiences of immigrants from the former Soviet Union and from Arab countries.

WMST W4317 Advanced Topics: Gender, Culture, and Rights. 4 points.

The field of human rights, and the adjacent field of international women's rights, have tended to be dominated by activists, lawyers, and policy-makers, many of whom leave unquestioned the underlying assumptions of the discourse of rights and leave unexamined the structural and institutional circuits of rights policy and practice. Those concerned with gender equity have been eager to extend the discourse of human rights to encompass women's rights and sexual rights.

Yet they too have only begun to think critically about the conceptual pitfalls and global circuitry of this form of politics. As some social thinkers note, both sides of the term "human rights" are ripe for critical rethinking: the universality implied by the "human" - and by extension "women" or "sexuality" - and the liberalism that makes "rights" the language of choice today in the search for justice. Although feminists and others working in multicultural settings or the international arena often invoke notions of culture, especially in framing dilemmas of intervention in terms of a clash between cultures and universal rights, it is important first to have the theoretical tools to develop adequate understandings of the dynamics of culture and the relationship between culture, social systems, and historical change. This course will explore what theories of culture and ethnographies of particular communities, as well as other forms of regional knowledges, including the historical, can contribute to our thinking about the relationship between gender rights and culture. While appreciating the instrumental power and emancipatory possibilities of rights discourses in the sphere of gender and sexuality, whether around inequality or violence, it is also crucial to reflect on the recent challenges to this paradigm, especially those that question concepts of culture.

WMST W4320 Queer Theories and Histories. 4 points.

Enrollment limited to 20. **Not offered during 2024-2025 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 W4506 Gender Justice. 3 points.

This course will provide an introduction to the concrete legal contexts in which issues of gender and justice have been articulated, disputed and hesitatingly, if not provisionally, resolved. Readings will cover issues such as Workplace Equality, Sexual Harassment, Sex Role Stereotyping, Work/Family Conflict, Marriage and Alternatives to Marriage, Compulsory Masculinity, Parenting, Domestic Violence, Reproduction and Pregnancy, Rape, Sex Work & Trafficking. Through these readings we will explore the multiple ways in which the law has contended with sexual difference, gender-based stereotypes, and the meaning of equality in domestic, transnational and international contexts. So too, we will discuss how feminist theorists have thought about sex, gender and sexuality in understanding and critiquing our legal system and its norms. For more information, go to: <http://web.law.columbia.edu/gender-sexuality/faculty/katherine-franke/gender-justice>.

Cross-Listed Courses

Africana Studies (Barnard)

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)

Music

Psychology (Barnard)

Religion (Barnard)

Sociology (Barnard)

Spanish and Latin American Cultures (Barnard)

Theatre (Barnard)

THE ADMINISTRATION & FACULTY OF BARNARD COLLEGE

The Administration

Laura Rosenbury, President of the College

Rebecca Walkowitz, Provost and Dean of the Faculty

A.J. Aronstein, Vice President for Community Engagement and Lifelong Success

Marina Catallozzi, M.D., MSCE, Chief Health Officer

Jennifer Fondiller, Vice President for Enrollment & External Affairs

Leslie Grinage, Vice President for Campus Life & Student Experience and Dean of the College

Robin Levine, Vice President for Strategic Communications and Government Affairs

Serena Longley, Vice President and General Counsel

Kelly A. Murray, Executive Vice President for Strategy and Chief Administrative Officer

Hillary Strong, Vice President for Advancement

Sharon Hewitt Watkins, Vice President and Chief Financial Officer

The Faculty

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Rachel F. McDermott, 1990. *Professor of Asian and Middle Eastern Cultures*
A.B., University of Pennsylvania; M.Div., Harvard Divinity School; A.M., Ph.D., Harvard University

Dusa McDuff, 2007. *Joan Lyttle Birman '48 Chair of Mathematics and Professor of Mathematics*
B.S., University of Edinburgh; Ph.D., University of Cambridge

Leah Meisterlin, 2025. *Lecturer of Urban Studies and Architecture*

Dina C. Merrer, 2001. *Ann Whitney Olin Professor of Chemistry*
B.A., Smith College; Ph.D., Rutgers University

Nara B. Milanich, 2004. *Professor of History*
B.A., Brown University; M.A., Ph.D., Yale University

John E. Miller, 2001. *Professor of Professional Practice in Art History*
B.F.A., Rhode Island School of Design; M.F.A., California Institute of the Arts

Michael G. Miller, 2014. *Tow Associate Professor of Political Science*
B.A., Concordia College; M.A., Minnesota State University; Ph.D., Cornell University

Monica L. Miller, 2001. *Ann Whitney Olin Professor of English*
B.A., Dartmouth College; Ph.D., Harvard University

Kristina L. Milnor, 1998. *Tow Professor of Classics*
B.A., Wesleyan University; Ph.D., University of Michigan

Debra C. Minkoff, 2005. *Miriam Scharfman Zadek Family Professor of Sociology*
B.A., Brandeis University; M.A., Ph.D., Harvard University

JJ Miranda, 2018. *Assistant Professor of Biological Sciences*
B.A., Reed College; Ph.D., Harvard University

Shayoni Mitra, 2010. *Assistant Professor of Theatre*
B.A., M.A., St. Stephen's College, Delhi University; M.A., Ph.D., New York University

Nelson J. Moe, 2000. *Associate Professor of Italian*
B.A., Wesleyan; Ph.D., Johns Hopkins University

David L. Moerman, 1998. *Professor of Asian and Middle Eastern Cultures*
A.B., Columbia University; Ph.D., Stanford University

Eduardo Moncada, 2015. *Claire Tow Associate Professor of Political Science*
B.A., Long Island University; M.A., University of Miami; A.M., Ph.D., Brown University

Mignon R. Moore, 2014. *Ann Whitney Olin Professor of Sociology*
B.A., Columbia University; M.A., Ph.D., University of Chicago

Manijeh Moradian, 2018. *Assistant Professor of Women's Studies*
M.F.A., Hunter College; Ph.D., New York University

Ellen F. Morris, 2012. *Professor of Ancient Studies*
B.A., Barnard College; Ph.D., University of Pennsylvania

John R. Morrison, 2009. *Associate Professor of Philosophy, Cognitive Science, and Neuroscience & Behavior*
B.A., Williams College; M.A., Ph.D., New York University

Brian R. Morton, 1995. *Professor of Biological Sciences*
B.S., University of Toronto; Ph.D., University of California, Riverside

Irene Motyl-Mudretzkyj, 1998. *Senior Associate in German*
B.A., M.A., University of California, Santa Barbara

Jose C. Moya, 2005. *Professor of History*
B.A., Kean University; M.A., Ph.D., Rutgers University

Reshmi Mukherjee, 1997. *Helen Goodhart Altschul Professor of Physics and Astronomy*
B.S., Presidency College, University of Calcutta; M.A., M. Phil., Ph.D., Columbia University

Lalith Munasinghe, 1994. *Professor of Economics*
B.A., Princeton University, B.A., Cambridge University; M.A., M. Phil., Ph.D., Columbia University

Smaranda Muresan, 2024. *Associate Professor of Computer Science*
B.Sc., Technical University of Cluj Napoca, Romania; Ph.D., Columbia University

Premilla Nadasen, 2013. *Ann Whitney Olin Professor of History*
B.A., University of Michigan; Ph.D., Columbia University

Celia E. Naylor, 2010. *Professor of Africana Studies*
B.A., Cornell University; M.A., UCLA; Ph.D., Duke University

Frederick Neuhouser, 2003. *Viola Manderfeld Professorship of German Language and Literature and Professor of Philosophy*
B.A., Wabash College, M.A., Ph.D., Columbia University

Lisa K. Northrop, 2004. *Senior Associate in Physical Education*
B.A., Barnard College; M.A., Teacher's College, Columbia University

Brian O'Keeffe, 2005. *Senior Lecturer in French*
B.A., Cambridge University; M.A., Ph.D., Columbia University

Aaron Passell, 2014. *Lecturer in Urban Studies*
B.A., Wesleyan University; Ph.D., New York University

Javier Perez-Zapatero, 2007. *Senior Associate in Spanish and Latin American Cultures*
B.A., M.A., University of Granada, Spain

Kara Pham, 2008. *Senior Lecturer in Psychology*
B.S., University of California, Riverside; Ph.D., Rockefeller University

Lindsay Piechnik, 2025. *Lecturer of Mathematics*

Alison M. Pischedda, 2017. *Assistant Professor of Biological Sciences*
B.S., Queen's University; Ph.D., University of California, Santa Barbara

Brian Plancher, 2022. *Assistant Professor of Computer Science*

A.B., Harvard University; M.Eng., Harvard University; Ph.D., Harvard University

Peter G. Platt, 1994. *Professor of English*

B.A., Yale University; M.A., Middlebury College; D. Phil., Oxford

Laurie J. Postlewaite, 1997. *Senior Lecturer in French*

B.A., Southern Methodist University; M.A., Ph.D., New York University

Anupama P. Rao, 2001. *Professor of History*

B.A., University of Chicago; Ph.D., University of Michigan

Meenakshi S. Rao, 1991. *Senior Lecturer in Chemistry*

B.S., M.S., Bangalore University, India; M. Phil., Ph.D., City University of New York

Alice Reagan, 2010. *Professor of Professional Practice in Theatre*

B.A., Bates College; M.A., New York University; M.F.A., Columbia University

Randall L. Reback, 2003. *Professor of Economics*

B.A., M.A., Stanford University; M.A., Ph.D., University of Michigan

Robert E. Remez, 1980. *Professor of Psychology*

B.A., Brandeis University; Ph.D., University of Connecticut

Emlyn Jane Resetarits, 2023. *Assistant Professor of Biology*

Jonathan M. Reynolds, 2007. *Professor of Art History*

A.B., Harvard University; A.M., Ph.D., Stanford University

Jonathan Rieder, 1990. *Professor of Sociology*

A.B., Harvard University; Ph.D., Yale University

Wadda C. Ríos-Font, 2005. *Professor of Spanish and Latin American Cultures*

B.A., The John Hopkins University; M.A., Ph.D., Harvard University

Maria S. Rivera Maulucci, 2004. *Ann Whitney Olin Professor of Education*

A.B., Barnard College; M.S., Yale University; M. Phil., Teachers College; Ph.D., Columbia University

Mariel Roberts, 2025. *Lecturer of Psychology*

B.A. University of Pennsylvania; M.A., M.Phil., Ph.D, New York University

Melanie Rodriguez, 2020. *Associate in Physical Education*

B.S., Rutgers University

Sedelia Rodriguez, 2013. *Lecturer in Environmental Science*

B.A., California State University, Los Angeles; Ph.D., Florida International University

Christian M. Rojas, 1997. *Tow Professor of Chemistry*

B.A., University of Virginia; Ph.D., Indiana University

Russell D. Romeo, 2007. *Associate Professor of Psychology and Neuroscience & Behavior*

B.A., Edinboro University; M.S. Villanova University; Ph.D., Michigan State University

Francey Russell, 2019. *Assistant Professor of Philosophy*

B.A., University of Toronto; M.A., New School for Social Research; Ph.D., University of Chicago

John C. Salyer, 2010. *Associate Professor of Professional Practice in Anthropology*

B.A., University of California, Berkeley; M.A., Ph.D., New York University

Mark P. Santolucito, 2020. *Assistant Professor of Computer Science*

B.A., Amherst College; Ph.D., Yale University

Karen Santos Da Silva, 2010. *Lecturer in French*

B.A., University of California at Berkeley; M.A., Ph.D., New York University

Stiliana N. Savin, 2004. *Senior Lecturer in Physics and Astronomy*

B.S., Sofia State University, Bulgaria; M.A., Ph.D., Temple University

Wendy C. Schor-Haim, 2008. *Senior Lecturer in English and Director of the First-Year Writing Program*

B.A., McGill University; M.A., M. Phil., Ph.D., New York University

Paul A. Scolieri, 2003. *Professor of Dance*

A.B., Columbia University; M.A., Ph.D., New York University

Ann Senghas, 1999. *Tow Professor of Psychology*

B.A., Smith College; Ph.D., Massachusetts Institute of Technology

Rajiv Sethi, 1995. *Professor of Economics*

B.S., University of Southampton; Ph.D., New School for Social Research

Rishita R. Shah, 2019. *Lecturer in Biological Sciences*

B.S., University of Texas at Austin; Ph.D., University of Pennsylvania

Lesley A. Sharp, 1994. *Barbara Chamberlain and Helen Chamberlain Josefsberg '30 Professor of Anthropology*

B.A., Brandeis University; M.A., Ph.D., University of California, Berkeley

William C. Sharpe, 1984. *Professor of English*

B.A., Columbia University; M.A., Oxford University; Ph.D., Columbia University

Anna Shusterman, 2025. *Professor of Psychology and Director of the Toddle*

Anooradha I. Siddiqi, 2018. *Associate Professor of Architecture*

M.Arch., Ph.D., New York University

Rae Silver, 1976. *Helene L. and Mark N. Kaplan Professor of the Natural & Physical Sciences and Professor of Psychology*

B.A., McGill University; M.A., City University of New York; Ph.D., Rutgers University

Angela M. Simms, 2019. *Assistant Professor of Urban Studies and Sociology*

B.A., College of William & Mary; M.A., University of Texas at Austin; Ph.D., University of Pennsylvania

Nick R. Smith, 2020. *Assistant Professor of Architecture and Urban Studies*

Ph.D., Harvard University

Joan Snitzer, 1986. *Senior Lecturer in Art History*

B.A., Pratt Institute; M.F.A., Hunter College

Jonathan W. Snow, 2012. *Professor of Biological Sciences*

B.A., Williams College; Ph.D., University of California, San Francisco

Marisa E. Solomon, 2020. *Assistant Professor of Women's, Gender, and Sexuality Studies*

Ph.D., New School

Lisa K. Son, 2002. *Associate Professor of Psychology*
B.A., University of Pennsylvania; M.A., Ph.D., Columbia University

Martin Stute, 1993. *Alena Wels Hirschorn '58 and Martin Hirschorn Professor of Environmental and Applied Sciences*
B.S., M.A., Ph.D., University of Heidelberg

Jesus Suarez-Garcia, 2002. *Senior Associate in Spanish and Latin American Cultures*
B.A., University of Leon, Spain; M.A., Open University of Catalunya

Emily Sun, 2015. *Tow Associate Professor of Comparative Literature and Translation Studies*
B.A., Amherst College; M. Phil., Ph.D., Yale University

Danielle L. Sussan, 2005. *Lecturer in Psychology*
B.A., Barnard College; Ph.D., Teachers College, Columbia University

Hadley T. Suter, 2017. *Lecturer in French*
B.A., Barnard College; Ph.D., UCLA

Neferti Xina M. Tadiar, 2006. *Professor of Women's, Gender, and Sexuality Studies*
B.A., University of Philippines; M.A., University of Minnesota; Ph.D., Duke University

Kathleen M. Taylor, 2018. *Lecturer in Psychology*
B.A., M.A., George Mason University; Ph.D., Princeton University

Verónica Tello, 2025. *Assistant Professor of Art History*

Colleen M. Thomas-Young, 2004. *Professor of Professional Practice in Dance*
B.A., Empire State College & SUNY Purchase; M.F.A., University of Wisconsin, Milwaukee

Katherine Thorson, 2019. *Assistant Professor of Psychology*
B.A., Bates College; Ph.D., New York University

Lisa S. Tiersten, 1993. *Professor of History*
B.A., University of Massachusetts; M.A., M. Phil., Ph.D., Yale University

CoreyToler-Franklin, 2023. *Assistant Professor of Computer Science*

Anja K. Tolonen, 2015. *Associate Professor of Economics*
M.Sc., Ph.Lic., Ph.D., University of Gothenburg

Kate Michelle Turetsky, 2021. *Assistant Professor of Psychology*
B.A., Amherst College; M.P.L., Ph.D., Columbia University

Duygu Ula, 2019. *Lecturer in the First-Year Writing Program*
B.A., Wellesley College; M.A., Sabanci University; Ph.D., University of Michigan

Jean J. Vadakkan, 2006. *Senior Lecturer in Chemistry*
B.S., B.Ed., M.S., Mahatma Gandhi University, India; Ph.D., Cochin University of Science and Technology, India

Deborah Valenze, 1989. *Ann Whitney Olin Professor of History*
A.B., Harvard University; Ph.D., Brandeis University

Timothy B. Vasko, 2018. *Assistant Professor of Religion*
Ph.D., Cornell University

Christina L. Vizcarra, 2015. *Associate Professor of Chemistry*
B.S., University of Kansas; Ph.D., California Institute of Technology

Tamara J. Walker, 2022. *Claire Tow Associate Professor of Africana Studies*
B.A., University of Pennsylvania; Ph.D., University of Michigan

Alexandra P. Watson, 2017. *Senior Lecturer in the First-Year Writing Program*
B.A., Brown University; M.F.A., Columbia University

Tatiana Webb, 2025. *Assistant Professor of Physics & Astronomy*
Ph.D., Harvard University

Caroline E. Weber, 2005. *Professor of French*
A.B., Harvard University; M.A., M. Phil., Ph.D., Yale University

David F. Weiman, 2001. *Alena Wels Hirschorn '58 Chair and Professor of Economics*
B.A., Brown University; M.A., Yale; Ph.D., Stanford University

Tara Well, 1995. *Associate Professor of Psychology*
B.A., Cleveland State University; M.A., Ph.D., Michigan State University

Carl C. Wennerlind, 2001. *Professor of History*
B.A., University of South Florida; Ph.D., University of Texas at Austin

Paige West, 2001. *Claire Tow Professor of Anthropology*
B.A., Wofford College; M.A., The University of Georgia; M. Phil., Ph.D., Rutgers University

Michael G. Wheaton, 2017. *Assistant Professor of Psychology*
B.A., Cornell University; M.A., Ph.D., University of North Carolina, Chapel Hill

Alexander L. White, 2020. *Assistant Professor of Neuroscience & Behavior*
Ph.D., New York University

Kaya Williams, 2022. *Assistant Professor of Anthropology*
Ph.D., University of Chicago

Morgan C. Williams Jr., 2021. *Assistant Professor of Economics*
B.A., Morehouse College; Ph.D., CUNY Graduate Center

Seth S. Williams, 2017. *Assistant Professor of Dance*
B.A., University of California, Irvine; Ph.D., Columbia University

Ashley Wong, 2025. *Assistant Professor of Economics*

Nancy B. Worman, 1996. *Professor of Classics*
B.A., Barnard College; M.A., Ph.D., Princeton University

Hana Worthen, 2008. *Associate Professor of Theatre and Comparative Literature*
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

Rebecca N. Wright, 2019. *Druckenmiller Professor of Computer Science and Director of the Vagelos Computational Science Center*
B.A., Columbia University; Ph.D., Yale University

Homa S. Zarghamee, 2012. *Professor of Economics*
B.A., M.A., Ph.D., Cornell University

Amy Zhou, 2019. *Assistant Professor of Sociology*

B.A., Ph.D., UCLA

Named and Endowed Professorships and Directorships

Helen Goodhart Altschul Professorship in the Humanities

Reshmi Mukherjee, *Professor of Physics & Astronomy*

The BPH Endowed Faculty Chair

Gergely Baics, *Professor of History and Urban Studies*

Barbara Chamberlain and Helen Chamberlain Josefsberg '30 Professor of Anthropology

Lesley Sharp, *Professor of Anthropology*

Druckenmiller Professor of Computer Science

Rebecca Wright, *Professor of Computer Science*

Richard Gilder Professor of Literary History

James G. Basker, *Professor of English*

Alena Wels Hirschorn '58 Chair in Economics

David F. Weiman, *Professor of Economics*

Alena Wels Hirschorn '58 and Martin Hirschorn Professor of Environmental and Applied Sciences

Martin Stute, *Professor of Environmental Science*

Lucyle Hook Chair in English

Kim Hall, *Professor of Africana Studies and English*

Barbara Silver Horowitz Chair of Education Fund

Helene L. and Mark N. Kaplan Professor of the Natural and Physical Sciences

Rae Silver, *Professor of Psychology*

Joan Lyttle Birman '48 Chair of Mathematics

Dusa McDuff, *Professor of Mathematics*

Mallya Endowed Chair in Women and Economics

Elizabeth Ananat, *Professor of Economics*

Viola Manderfeld Professorship of German Language and Literature

Frederick Neuhouser, *Professor of Philosophy*

Millicent C. McIntosh Professor of English and Writing

Jhumpa Lahiri, *Professor of English*

Samuel R. Milbank Chair for Health and Society

Peter Balsam, *Professor of Psychology*

Moinian Professor of Asian and Middle Eastern Cultures

Matthew L. Keegan, *Assistant Professor of Asian and Middle Eastern Cultures*

Barbara Novak '50 Professor of Art History

Anne Higonnet

Adolph S. and Effie Ochs Chair in History and American Studies

Jennie Kassanoff, *Associate Professor of English and American Studies*

Ann Whitney Olin Foundation Chairs (5-year term beginning in the fall semester of the year noted below)

Nadia Abu El-Haj, *Professor of Anthropology* (2020)

Christopher Baswell, *Professor of English* (2008)

Hilary Callahan, *Professor of Biological Sciences* (2015)

Tina Campt, *Professor of Africana Studies and Women's Studies* (2014)

Elizabeth Castelli, *Professor of Religion* (2013)

Yvette Christianse, *Professor of Africana Studies and English* (2018)

Karen Fairbanks, *Professor of Professional Practice of Architecture* (2007)

John Glendinning, *Professor of Biology* (2014)

Kaiana Glover, *Professor of French and Africana Studies* (2019)

Lisa Gordis, *Professor of English* (2017)

Achsah Guibbory, *Professor of English* (2009)

Larry Heuer, *Professor of Psychology* (2007)

Anne Higonnet, *Professor of Art History* (2012)

Janet Jakobsen, *Professor of Women's, Gender, and Sexuality Studies* (2011)

Rebecca Jordan-Young, *Professor of Women's Gender, and Sexuality Studies* (2020)

Laura Kay, *Professor of Physics & Astronomy* (2009)

Joel Kaye, *Professor of History* (2016)

Xiaobo Lu, *Professor of Political Science* (2018)

Kimberly Marten, *Professor of Political Science* (2013)

Rachel McDermott, *Professor of Asian and Middle Eastern Cultures* (2010)

Dina Merrer, *Professor of Chemistry* (2020)

Debra Minkoff, *Professor of Sociology* (2009)

Peter Platt, *Professor of English* (2019)

Christian Rojas, *Professor of Chemistry* (2017)

Rajiv Sethi, *Professor of Economics* (2008)

Lesley A. Sharp, *Professor of Anthropology* (2010)

Steven Stroessner, *Professor of Psychology* (2012)

Martin Stute, *Professor Environmental Science* (2007)

Lisa Tiersten, *Professor of History* (2017)

Deborah Valenze, *Professor of History* (2015)

Nancy Worman, *Professor of Classics* (2016)

PRF Endowed Chair in Biology

Brian Morton, *Associate Professor of Biological Sciences*

Alice Brady Pels Professor in the Arts

William Worthen, *Professor of Theatre*

Anna Quindlen Writer-in-Residence

Jennifer Finney Boylan

Ingeborg Rennert Professor in Judaic Studies

Beth A. Berkowitz, *Professor of Religion*

Janet H. Robb Professor of the Social Sciences

Eva Maria Stadler '52 & Richard A. Brooks CC '53 Professor of Film Studies

Tow Associate Professor (2 year term beginning in the fall semester of the year noted below)

Alexander A. Cooley, *Political Science* (2011)

Daniela De Silva, *Mathematics* (2018)

Rachel Eisendrath, *English* (2020)

Severin Fowles, *Anthropology* (2015)

Ayten Gundogdu, *Political Science* (2019)

Elizabeth Hutchinson, *Art History* (2019)

Kimberley Johnson, *Political Science* (2015)

Rebecca Jordan-Young, *Women's, Gender, and Sexuality Studies* (2013)

Paul Kockelman, *Anthropology* (2012)

Brian Larkin, *Anthropology* (2014)

Janna Levin, *Physics & Astronomy* (2013)

Brian Mailloux, *Environmental Science* (2018)
 Dina Merrer, *Chemistry* (2014)
 Monica Miller, *English* (2016)
 Kristina Milnor, *Classics* (2010)
 Eduardo Moncada, *Political Science* (2024)
 Ellen Morris, *Classics* (2020)
 Anupama Rao, *History* (2017)
 Randall Reback, *Economics* (2016)
 Christian Rojas, *Chemistry* (2010)
 Russell Romeo, *Psychology* (2017)
 Ann Senghas, *Psychology* (2011)
 Emily Sun, *Comparative Literature* (2024)
 Paige West, *Anthropology* (2012)

Claire Tow Professor of Africana Studies and English Literature
 Yvette Christiansë, *Professor of Africana Studies and English Literature*

Claire Tow Professor of Anthropology
 Paige West, *Professor of Anthropology*

Claire Tow Professor of Economics
 Linda A. Bell, *Professor of Economics*

Claire Tow Professor of English
 Rebecca Walkowitz, *Provost and Dean of the Faculty & Professor of English*

Claire Tow Professor of Physics
 Janna Levin, *Professor of Physics & Astronomy*

Claire Tow Professor of Political Science
 Alexander A. Cooley, *Professor of Political Science*

Claire Tow Professor of Professional Practice in Architecture
 Karen Fairbanks, *Professor of Professional Practice in Architecture*

Claire Tow Professor of Religion
 Jack Hawley, *Professor of Religion*

Claire Tow Professor of Women's Studies
 Janet Jakobsen, *Professor of Women's, Gender & Sexuality Studies*

Claire Tow Professor of Anthropology
 Paige West, *Professor of Anthropology*

Claire Tow Professor of Economics
 Linda A. Bell, *Professor of Economics*

Claire Tow Professor of English
 Rebecca Walkowitz, *Provost and Professor of English*

Claire Tow Professor of Physics
 Janna Levin, *Professor of Physics & Astronomy*

Claire Tow Professor of Political Science
 Alexander A. Cooley, *Professor of Political Science*

Claire Tow Professor of Professional Practice in Architecture
 Karen Fairbanks, *Professor of Professional Practice in Architecture*

Claire Tow Professor of Religion
 Jack Hawley, *Professor of Religion*

Claire Tow Professor of Women's Studies
 Janet Jakobsen, *Professor of Women's, Gender & Sexuality Studies*

Diana T. and P. Roy Vagelos Computational Science Center Director

Rebecca Wright, *Professor of Computer Science*

Diana T. and P. Roy Vagelos Professor of Chemistry
 Rachel Austin, *Professor of Chemistry*

Christina L. Williams Professor of Neuroscience
 BJ Casey, *Professor of Neuroscience*

Virginia Bloedel Wright '51 Professor of Art History
 Alexander Alberro, *Professor of Art History*

Miriam Scharfman Zadek Family Professor of Sociology
 Debra Minkoff, *Professor of Sociology*

Faculty Emeriti

Raymond J. Saulnier, Ph.D., LL.D., 1939-1973, *Professor Emeritus of Economics*

Margarita Ucelay, Ph.D., 1943-1981, *Professor Emerita of Spanish*

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*

Remington Patterson, Ph.D., 1955-1994, *Professor Emeritus of English*

Joan Vincent, Ph.D., 1968-1994, *Professor Emerita of Anthropology*

Barbara S. Schmitter, Ph.D., 1957-1995, *Professor Emerita of Psychology*

Marina Ledkovsky, Ph.D., 1969-1996, *Professor Emerita of Russian*

Deborah Milenkovitch, Ph.D., 1965-1996, *Professor Emerita of Economics*

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*

Jane Rosenthal, Ph.D., 1952-1955; 1971-1998, *Professor Emerita of Art History*

Sue Larson, Ph.D., 1969-2000, *Professor Emerita of Philosophy*

Mirella Servodidio, Ph.D., 1964-2000, *Professor Emerita of Spanish & Latin American Cultures*

Peter H. Juviler, Ph.D., 1964-2001, *Professor Emeritus of Political Science*

Richard F. Gustafson, Ph.D., 1965-2002, *Professor Emeritus of Russian*

Joseph L. Malone, Ph.D., 1967-2002, *Professor Emeritus of Linguistics*

Irene T. Bloom, Ph.D., 1988-2002, *Professor Emerita of Asian & Middle Eastern Cultures*

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*

Janet Soares, Ed.D., 1968-2005, *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*

Dennis G. Dalton, Ph.D., 1969-2008, *Professor Emeritus of Political Science*

Leslie Lessinger, 1977-2008, *Professor Emeritus of Chemistry*

Natalie B. Kampen, Ph.D., 1988-2009, *Professor Emerita of Women's Studies*

Anne Lake Prescott, Ph.D., 1959-1962; 1963-2010, *Professor Emerita of English*

Elizabeth S. Boylan, Ph.D., 1995-2011, *Provost and Dean of the Faculty Emerita*

Alan Gabbey, Ph.D., 1992-2012, *Professor Emeritus of Philosophy*

Flora S Davidson, Ph.D., 1979-2014, *Professor Emerita of Political Science and Urban Studies*

Lee Anne Bell, Ed.D., 2002-2015, *Professor Emerita of Education*

Herbert Sloan, Ph.D., 1986-2015, *Professor Emeritus of History*

P. Keith Moxey, Ph.D., 1988-2016, *Professor Emeritus of Art History*

Lynn Garafola, Ph.D., 1988-2017, *Professor Emerita of Dance*

Stephanie Pfirman, Ph.D., 1993-2018, *Professor Emerita of Environmental Science*

Robert A. McCaughey, Ph.D., 1969-2020, *Professor Emeritus of History*

Mary C. Gordon, M.A., 1988-2021, *Professor Emerita of English*

Maire J. Jaanus, Ph.D., 1968-2021, *Professor Emerita of English*

Helene P. Foley, Ph.D., 1979-2025, *Professor Emerita of Classics and Ancient Studies*

Tovah P. Klein, 1995-2025, *Director Emerita of the Toddler Center & Adjunct Associate Professor of Psychology*

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